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AUDIOVISUAL PROGRAMS IN THE PUBLIC SCHOOLS, SPRING
1962--RESULTS OF A NATIONWIDE SAMPLE STUDY.
BY- GODFREY, ELEANOR P. AND OTHERS
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THIS STUDY-SURVEY TO DETERMINE HOW AVAILABLE AUDIOVISUAL (AV) RESOURCES ARE USED IN U.S. PUBLIC SCHOOLS FOLLOWED AN EARLIER SURVEY WHICH INVENTORIED THE ACTUAL AMOUNTS OF PUBLIC SCHOOL, AV MATERIALS AND EQUIPMENT (SEE ED 003 758). IN THE CURRENT STUDY SOME 11,000 EDUCATIONAL PERSONNEL IN 247 SCHOOL DISTRICTS PARTICIPATED BY MEANS OF QUESTIONNAIRE RESPONSES. QUESTIONNAIRES WERE DESIGNED TO ELICIT ANSWERS WHICH COULD BE USED IN STATISTICAL TABULATIONS, DESCRIBING THE UP-TO-DATE PARAMETERS OF AV INSTRUCTION (FACILITIES, USE, AND OPINIONS). OF THE SCHOOL DISTRICTS SURVEYED, ESSENTIALLY ALL OF THEM HAD AT LEAST ONE 16-MM. PROJECTOR, SLIDE-FILMSTRIP PROJECTOR, AND RECORD PLAYER FOR EACH OF THEIR SCHOOLS. MOST OF THE SCHOOLS HAD TAPE RECORDERS, AND THE MAJORITY OF THE SECONDARY SCHOOLS HAD ONE OR MORE OPAQUE PROJECTORS, TELEVISION SETS, AND OVERHEAD PROJECTORS. COLLECTIONS OF AV MATERIALS WERE HIGHLY VARIABLE BOTH AS TO TYPE AND AMOUNT OF MATERIAL. AV COORDINATORS WERE EMPLOYED IN 90 PERCENT OF THE SCHOOLS, AND MOST OF THESE FUNCTIONED CHIEFLY AS SUPPLY OFFICERS ON A PART-TIME BASIS WITH LITTLE TIME TO ADVISE TEACHERS PERSONALLY. TEACHERS WHO WERE QUESTIONED MORE OFTEN USED AV MATERIALS AS SUPPLEMENTAL TEACHING AIDS THAN AS AN INTEGRAL PART OF THE TEACHING PROCESS. ELEMENTARY TEACHERS WERE FOUND TO USE AV MATERIALS MORE FREQUENTLY THAN SECONDARY TEACHERS. ONLY SCIENCE, FOREIGN LANGUAGE, AND MUSIC TEACHERS WERE FREQUENT USERS IN THE HIGH SCHOOLS. ADMINISTRATORS WERE MORE INCLINED THAN TEACHERS TO EXPAND AV PROGRAMS IN THEIR SCHOOLS. (JH)

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Results of a Nationwide Sample Study

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.

WASHINGTON, D. C.

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SPRING 1962

Results of a Nationwide Sample Study

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Washington, D. C. 20036

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Eleanor P. Godfrey, Study Director

With the assistance of:

William E. Alexander, Frank G. Davis,
Barbara S. Heller, Edward J. McCullough

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AUDIOVISUAL PROGRAMS IN THE PUBLIC SCHOOLS IN 1962

I. INTRODUCTION

The 1961 Bureau of Social Science Research survey was concerned with the amount of audiovisual equipment and materials available in United States public school districts in 1961.[1] The second part of our general study of audiovisual instruction in public schools presents findings on how extensively these resources were used in 1962 by some 11,000 classroom teachers in 572 schools in 247 school districts in all parts of the country.[2]

Scope of Study

This study is essentially a description of what might be called the "basic parameters" of audiovisual instruction (facilities, use, and opinions) at a critical period in the development of the field. The major emphasis throughout is on how many of whom have, do, or say how much of what. Hopefully, future investigators may use these data to formulate hypotheses about the "how" and the "why."

Descriptions of the audiovisual programs in the 572 schools are based on information obtained through questionnaires sent to principals, audiovisual building coordinators, and classroom teachers in the spring of 1962. The discussion focuses on:

1. the audiovisual resources available in the individual schools;

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[1] (Reference to title and publication date on Phase I report.)

[2] The study reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare (O.E. Contract # SAE-9026).

2. the extent to which these resources are used by teachers in different grade level and subject specialties;

3. the opinions of administrators and teachers about the best use of these resources in the school program, problems that hinder effective use, and future plans for use of various audiovisual techniques.

Where there are comparable data on these points from the 1961 survey of district superintendents, the reports and opinions of the superintendents are examined in conjunction with those of principals and teachers allowing, of course, for the difference in time of response.

Sample

The population of school districts from which the sample was drawn was limited to the 2,500 school systems enrolling 150 to 24,999 pupils which had participated in the first phase of the study. The population was restricted to districts on which we already had considerable data so that we might compare reports from administrators, principals, audiovisual coordinators, and teachers in the same district. The upper enrollment size limit was set in order to minimize the problem of sampling schools within a district; the lower size enrollment limit was set in order to include only those districts which were large enough to have a variety of audiovisual resources available for teacher use. The 2,500 districts were stratified by region and district size, and a 10 per cent random sample of each regional-size group was drawn, yielding a first-stage sample of 253 districts distributed as shown in Table 1.

TABLE 1

DISTRIBUTION OF SAMPLE SCHOOL DISTRICTS BY REGION AND DISTRICT SIZE

Size of School District	Number of Districts	Number of Districts in Each Region			
		North Atlantic	Great Lakes and Plains	Southeast	West and Southwest
Total	253	72	76	41	64
12,000 - 24,999 pupils	16	3	3	6	4
6,000 - 11,999 pupils	35	7	8	11	9
3,000 - 5,999 pupils	60	17	13	16	14
1,200 - 2,999 pupils	60	20	20	6	14
150 - 1,199 pupils	82	25	32	2	23

The next step in the procedure was to draw a random sample of schools from each of the districts. To insure that all levels of instruction within a district were included in the survey, elementary and secondary schools were sampled separately. To hold the total possible number of teacher respondents to approximately 13,000, the following sampling ratios were used for the various district size categories:

District Size	Sampling Ratios	
	Elementary	Secondary
12,000 - 24,999 pupils	1:6	1:3
6,000 - 11,999 pupils	1:6	1:3
3,000 - 5,999 pupils	1:6	1:3
1,200 - 2,999 pupils	1:3	1:3
600 - 1,199 pupils	1:3	1:2
300 - 599 pupils	1:2	1:2
150 - 299 pupils	1:1	1:1

This procedure produced a final sample of 601 schools distributed as shown in Table 2. Among the 601 schools were 33 schools identified as all-Negro in both faculty and student body by the district superintendent and 28 schools in which grades 1-12 were administered by a single principal as one school.[3] Because type of school was one of the major classificatory variables in the study, these "all-Negro" and "combined"

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[3] This information was obtained when the district superintendent was asked for permission to invite the sample schools to participate in the study. The 61 schools so identified were originally classified as either elementary or secondary schools in the sampling procedure.

TABLE 2

A. DISTRIBUTION OF SAMPLE ELEMENTARY SCHOOLS BY REGION AND DISTRICT SIZE

Size of School District	Number of Schools	Number of Schools in Each Region			
		North Atlantic	Great Lakes and Plains	Southeast	West and Southwest
Total	380	89	104	98	89
12,000 - 24,999 pupils	53	7	13	22	11
6,000 - 11,999 pupils	83	14	18	31	20
3,000 - 5,999 pupils	89	19	18	33	19
1,200 - 2,999 pupils	75	23	22	10	20
150 - 1,199 pupils	80	26	33	2	19

B. DISTRIBUTION OF SAMPLE SECONDARY SCHOOLS BY REGION AND DISTRICT SIZE

Size of School District	Number of Schools	Number of Schools in Each Region			
		North Atlantic	Great Lakes and Plains	Southeast	West and Southwest
Total	221	60	66	40	55
12,000 - 24,999 pupils	28	5	6	10	7
6,000 - 11,999 pupils	34	8	8	13	5
3,000 - 5,999 pupils	52	17	13	12	10
1,200 - 2,999 pupils	59	19	21	5	14
150 - 1,199 pupils	48	11	18	-	19

schools were identified and included in summary discussions of resources and extent of use by type of school. However, because of the small number of these schools and the fact that the all-Negro schools were concentrated in the larger districts and the combined schools were found essentially only in either the largest or smallest districts, no detailed analyses were made of their resources by district size. As less than half (478) of the 971 teacher respondents in these two types of schools taught primarily only one elementary grade or secondary subject, they were omitted from the analyses of use or opinion by teacher specialty.

Response

Questionnaires were sent to the principal of each of the schools for distribution to his entire teaching faculty. We solicited participation from all of the full-time teaching staff in order to assure response from every grade and subject taught in the school. Response to the survey was very high from every region of the country, every district size category, and every type of respondent. Questionnaires were returned by:

1. schools in ninety-eight per cent (247) of the 253 school districts in the sample;
2. both elementary and secondary schools in ninety-nine per cent of the districts having both types of schools;
3. ninety-five per cent (572) of the 601 principals invited to participate;
4. eighty-one per cent (299) of the teachers designated by their principals as audiovisual building coordinators;
5. eighty-eight per cent (11,531) of the 13,087 full-time teachers in the 572 responding schools.[4]

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[4] The maximum number of possible teacher respondents was the total of all full-time teachers in the 572 schools at the time of the first regular report date for the fall term (1961-62).

A breakdown of the response rate by type of respondent is given in Table I-1, Appendix A.

State of the Field in 1962

From the vantage point of this survey the audiovisual field in 1962 appeared to be much closer to solving the technical problem of providing adequate equipment than it was to solving the technological problem of providing appropriate materials for a variety of media at the right time and place for a myriad of subject specialists.

1. The 572 schools had a variety of audiovisual equipment in their buildings. Essentially all of them had at least one 16 mm projector, slide-filmstrip projector, and record player. Almost all of the secondary schools and three-fourths of the elementary schools had tape recorders. In addition, the majority of the secondary schools had at least one opaque projector, television set, and overhead projector.

2. Collections of audiovisual materials were highly variable both as to type and amount of material. Sound films were obtained primarily from educational sources outside the school district, especially when used for secondary instruction. Filmstrips and records were generally available in the schools; tapes and 2 x 2 slides were not.

3. Ninety per cent of the schools had a staff member who acted as audiovisual coordinator. This building coordinator functioned on a part-time basis chiefly as a supply officer who ordered and scheduled equipment and materials. He had little time to advise teachers on how to use materials effectively or to provide them with information about the potentialities of new developments in the field.

4. Eighty-six per cent of the teachers used some audiovisual material at least once during the fall semester of 1961-62, more often as supplemental teaching "aids" than as an integral part of the teaching process.

5. The majority of the respondents were familiar with the use of audiovisual media through college courses or in-service training and they found the equipment relatively easy to operate.

6. The frequency with which a teacher used audiovisual materials was related to the grade or subject he taught. Elementary teachers were both more likely to use audiovisual materials and to use them more frequently during the semester than were secondary teachers. Only science, foreign language, and music teachers were frequent users in the high schools.

7. Regardless of the subject or grade taught the audiovisual materials used with the greatest frequency were films, filmstrips, and records (or language tapes). Of these, only records and tapes were used more often than once a week by as many as 20 per cent of the teachers in any grade or subject.

8. Administrators wanted to expand the use of present materials and to try new media, particularly in the field of language instruction. Teachers were generally satisfied with present levels of use and less inclined to try the newer media.

9. Although poor classroom set-up, inadequate light control, and lack of time to prepare or preview materials were named as hindrances to effective use of audiovisual media by both teachers and administrators, the inability to get enough good materials seems a more critical problem

for the future of the field. Much of the present material appears most readily usable in grades one through six, general science, social studies, and English. Thirty per cent or more of the teachers in other specialities complained that available materials were not well suited to their courses. Audiovisual coordinators and principals were particularly sensitive to the lack of good materials, citing it as a major problem in the effective use of audiovisual instruction in over half of the schools.

Organization of Report

Major findings and summary tables are presented and discussed in the text. Tabulations of the questionnaire responses on which these findings are based are given in detail in Appendix A in three series of tables.

Series S.-- This series of tables (S-1 through S-32) describes the school setting in which audiovisual use takes place--availability of equipment, availability and sources of materials, and the organization and coordination of the audiovisual program for both elementary and secondary schools. Data in this section are tabulated by size of district.

Throughout Appendix A school district size is designated by a single number rather than by the number of pupils enrolled. The code numbers represent the following enrollment size categories:

2	12,000 - 24,999 pupils
3	6,000 - 11,999 pupils
4	3,000 - 5,999 pupils
5	1,200 - 2,999 pupils
6, 7, 8	150 - 1,199 pupils

Series T.--This series of tables (T-1 through T-51) presents data on the teacher--incidence and frequency of use, familiarity with equipment, type of training, sources of information and assistance. This information is tabulated by the grade or subject specialty of the teacher.

Elementary teachers are grouped into four categories--kindergarten through third grade (K-3), fourth through sixth grade (4-6), seventh through ninth grade (7-9), and teachers who span grades one through six or one through eight (1-6, 1-8). Teachers in this latter group are usually specialists in art, music, physical education, or special education.

Secondary teachers are grouped into eight subject categories according to the teacher's primary subject identification--science, mathematics, foreign language, English, social studies, fine arts (music and art), applied arts (commercial, home economics, and industrial education), and physical education and guidance.

Series O.--This series of tables (O-1 through O-28) presents opinions about the best use of audiovisual methods, major problems in their use, kinds of audiovisual services needed, and plans for future use of audiovisual materials for superintendents, principals, audiovisual building coordinators, and elementary and secondary teachers.

The order of the appendix tables generally parallels the discussion in the text. All appendix tables in which the title starts "Comparison of . . . " present only a part of a percentage distribution or an index number. In these tables, the number of schools or respondents is shown at the head of the column of figures. All other appendix tables present a complete percentage distribution for each row of the table. Here, the number of respondents is given in the second column of the table.

II. AUDIOVISUAL RESOURCES IN THE SCHOOLS

Necessary resources for a program of audiovisual instruction include not only equipment and materials, but building and production facilities, information, training, and administrative personnel. A major purpose of this study was to ascertain which resources were available within the school building and which resources were obtained from the school district, outside agencies, or the teacher himself. This section presents findings on:

1. equipment and facilities available in the schools;
2. major sources for materials and information;
3. faculty, student, and PTA participation in providing resources;
4. teacher training in the use of audiovisual techniques;
5. status of audiovisual coordination.

Equipment and Facilities

As shown in Table 3, basic equipment resources were typically housed in the individual schools. The majority of the principals of all types of schools reported that they had at least four kinds of equipment in the building--generally the record player, 16 mm projector, slide-filmstrip projector, and the tape recorder although the latter was less frequently reported by principals of elementary or all-Negro schools than it was by those in charge of secondary or combined schools.

TABLE 3

A. INCIDENCE OF EQUIPMENT ITEMS IN SCHOOL BUILDING FOR ALL TYPES OF SCHOOLS

(Equipment listed in order of over-all availability)

Type of Equipment	Per Cent of Schools Reporting Item			
	Elementary	Secondary	Negro	Combined
Number of Schools:	308	209	31	24
Record Player	98	100	87	96
16 mm Projector	95	100	77	100
Slide-Filmstrip Projector	95	98	68	96
Tape Recorder	76	99	55	92
Opaque Projector	61	76	52	58
Television Set	40	52	29	52
Overhead Projector	20	56	23	12

B. VARIETY OF EQUIPMENT ITEMS IN SCHOOL BUILDING FOR ALL TYPES OF SCHOOLS

Number of Equipment Items	Per Cent of Schools in Category			
	Elementary	Secondary	Negro	Combined
Number of Schools:	308	209	31	24
One	1	-	16	-
Two	5	<0.5	6	4
Three	12	1	23	4
Four	15	12	10	17
Five	33	20	19	46
Six	27	39	23	25
Seven	7	28	3	4

Greatest variety of equipment in the secondary schools.--Summary distributions of the various combinations of equipment housed in the school building are given in Table 4 and detailed by district size for elementary and secondary schools in Tables S-1 and S-2, Appendix A. Examination of the combinations of equipment available indicates that there was a tendency to put the less frequency used or newer items in the secondary schools. Consequently, 29 per cent of the secondary schools had all seven major types of equipment[5] as compared with 6 per cent of the elementary schools, 4 per cent of the combined schools, and 3 per cent of the all-Negro schools. This pattern of differential availability prevailed regardless of the number of pupils enrolled in the school system. Even in those districts with 12,000 to 25,000 students the overhead projector was more often found in the high school than in the elementary school.

Equipment can be shared, particularly in smaller districts with shorter geographical distances between schools, but it is obviously more convenient to have it in one's own building. The tendency to house equipment in the high school may be necessary because of the lack of storage space in the elementary schools. It may arise from a judgment that certain media, notably the tape recorder and the overhead projector, are more suitable for secondary instruction, whereas others, notably the record player and television, are more suitable for elementary instruction. It may also reflect a presumption that secondary teachers are

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[5] Radios were excluded from this analysis. Although only three-fourths of the 572 principals reported radios on their school inventories, it was assumed that radios were easily available if desired.

TABLE 4

COMBINATIONS OF SCHOOL - BASED EQUIPMENT FOR ALL TYPES OF SCHOOLS

Equipment Combination in School	Per Cent of Schools Reporting Equipment Combination			
	Elementary	Secondary	Negro	Combined
Number of Schools:	308	209	31	24
Basic three[a] only	10	<0.5	6	4
Basic four[a] only	10	11	-	17
Basic four and opaque	21	13	19	38
Basic four and TV	.7	3	3	8
Basic four and overhead	2	4	-	-
Basic four, opaque and TV	19	17	10	25
Basic four, opaque and overhead	7	20	6	-
Basic four, TV and overhead	1	2	3	-
All seven media	6	28	3	4
All other combinations	17[b]	2	50[b]	4

[a] The basic three media are the record player, 16 mm projector, and slide-filmstrip projector. The tape recorder is added to make the basic four.

[b] "All other combinations" is high for these schools because several of them had an opaque projector, a television receiver, or an overhead projector but did not have one or more of the basic four--usually the tape recorder.

more likely to use a greater variety of equipment--a presumption not supported by this study.[6]

Teacher-equipment ratios vary with medium and size of school.--The adequacy of equipment resources can be judged not only by whether or not an item is available but by how many teachers it serves.[7] Teacher-equipment ratios for all eight items of equipment are given in Table 5. These computations were done only with those schools which had the equipment in the building in order not to inflate the figure by the inclusion of teachers from schools without the item in question.

Several points stand out when we look at the average number of teachers served by each piece of school-based equipment. The relative amount of equipment available varies as much with the item as it does with the type of school. There is remarkable uniformity in teacher-equipment ratios for the 16 mm projector and considerable uniformity in these ratios for the slide-filmstrip projector. Record players, radios, and television receivers are all relatively more numerous in the elementary schools, and to a lesser degree in all-Negro and combined schools, than they are in the secondary schools. The consistently high teacher-equipment ratios for overhead and opaque projectors derive from the fact that no school in the sample, no matter how large, had more than four of either of these items. (See Tables S-3 and S-4, Appendix A, for the distribution of amount of equipment for elementary and secondary schools.)

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[6] See Table 20, p. 53.

[7] Anna L. Hyer, "Setting Equipment Standards," Audiovisual Instruction, December 1961, pp. 508-509.

TABLE 5

NUMBER OF TEACHERS PER UNIT OF SCHOOL - BASED EQUIPMENT FOR ALL TYPES OF SCHOOLS

Type of Equipment	Number of Teachers Per Unit of Equipment[a]			
	Elementary	Secondary	Negro	Combined
Record Player	2	9	5	5
Slide-Filmstrip Projector	8	12	10	8
16 mm Projector	11	12	14	12
Tape Recorder	12	11	22	15
Radio	7	19	9	16
Opaque Projector	16	30	20	19
Television Receiver	8	22	14	14
Overhead Projector	18	37	30	21

[a] These ratios were computed only for those schools which had the equipment. Therefore, the number of schools involved varies for each entry in the table.

The relative consistency of teacher-equipment ratios for the 16 mm and slide-filmstrip projector may provide some insight into evolving quantitative standards. Administrators appear to be working with a standard of one unit of "basic" equipment for every 8 to 12 teachers with a heavier concentration of record players and television sets where elementary subjects are taught. These equipment standards compare favorably with those cited by Hyer.

Although most striking for the overhead and opaque projector, the inability to completely adjust inventories to faculty size[8] places teachers in larger schools in a relatively disadvantageous position with respect to almost all items of equipment. (See Tables S-5 and S-6, Appendix A.) The consistency of the teacher-equipment ratios across district size categories indicates that this problem plagues all district superintendents regardless of the number of schools in their districts. (See Tables S-7 and S-8, Appendix A.)

Few production facilities in the schools.--As shown in Table 6, principals reported few special facilities for producing audiovisual materials other than the tape recorder and the darkroom. Even so, the tape recorder was not always thought of as a vehicle for producing materials; 84 per cent of the schools had tape recorders but only 50 per cent of the principals reported these machines as production facilities.

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[8] Schools were categorized by faculty size rather than pupil enrollment because our emphasis was on resources available to the teacher and teacher use, not pupil exposure. The schools are grouped as follows:

Very large	51 - 150 teachers
Large	31 - 50 teachers
Medium	21 - 30 teachers
Small	11 - 20 teachers
Very small	1 - 10 teachers

TABLE 6

SPECIAL FACILITIES AVAILABLE IN INDIVIDUAL SCHOOLS FOR ALL TYPES OF SCHOOLS

Type of Facility	Per Cent of Schools Reporting Each Facility			
	Elementary	Secondary	Negro	Combined
Number of Schools:	308	209	31	24
Tape recorder[a]	42	66	36	33
Darkroom	8	55	13	17
35 mm still camera	11	33	10	17
Display-making	12	25	29	8
Motion picture camera	6	36	3	4
Transparency-making	9	30	3	-
Language laboratory	<0.5	23	12	-
Listening stations	4	19	3	8
No special facilities	52	19	59	46

[a] These percentages are based on the number of principals who reported that they had "tape recording facilities". In all instances the percentages are lower than those reporting that they had tape recorders on their inventories. Cf. Table 3, p. 12.

Again there was a greater variety of facilities in the secondary schools. However, apart from language laboratories, secondary schools in districts with 12,000 to 25,000 pupils as well as those in districts with 150 to 1,200 students had fewer specialized facilities than did their counterparts in the in-between size categories. (See Tables S-9 and S-10, Appendix A.) Why this curvilinear relationship? The smallest districts probably find such facilities too expensive to maintain; they can do better if they obtain their materials from outside sources. Conversely, larger districts may find it most efficient to centralize local production facilities in one place rather than to duplicate them in each high school. The question of centralization versus decentralization is not as acute in middle-size districts where there are typically only one or two high schools in the system.

Language laboratories not yet commonly available.--Because of wide-spread interest in foreign language training, each principal was asked to describe in some detail any special facilities he had for teaching foreign language. We expected to find few such installations in the elementary schools which had only begun to provide foreign language instruction in 1962. Rather, we were primarily interested in the type of facility found in the secondary schools. As noted in Table 6, special provisions for audiovisual language instruction were not generally available even in the secondary schools. This was true for all district size categories. (See Tables S-9 and S-10, Appendix A.)

Available facilities were divided almost equally between complete language laboratories and "listening stations." Forty eight principals had a teacher console serving from 3 to 40 student stations; 49 reported that they provided group language training by means of one or more tape recorders or record players with jacks for multiple headsets or earphones. Although these latter installations were primarily designed for listening, several made routine use of records or tapes which encourage the student to respond orally. A few of the listening stations used dual track tape on which the student could record his responses and compare them with a prerecorded model.

These findings do not imply that the schools did not teach foreign languages. Ninety-two per cent of the secondary schools included one or more foreign languages in the curriculum. Nevertheless, in 1962, the majority of the secondary schools had not yet incorporated the language laboratory into this instruction.

Projection conditions less than ideal.--The school buildings in this survey apparently had not been designed in a manner to facilitate the use of audiovisual equipment. Three-fourths of the principals reported some physical inadequacy which hindered the effective use of projected materials in the classroom. As shown in Table 7, poor light control (no darkening drapes or glass areas which could not be shielded) was the most critical hindrance. In some 20 per cent of the schools inadequate room darkening was compounded by either poor ventilation during darkening, lack of electrical outlets, or both.

Accoustical difficulties, electrical interference, and interference from extraneous noise within the school were relatively minor vexations although poor reception conditions for television and radio presented auditory problems for 18 per cent of the schools. With the exception that secondary principals consistently reported more acoustical difficulties than did elementary principals, perhaps because they more often have older buildings, both types of schools had the same kinds of problems, regardless of district size. (See Tables S-11 and S-12, Appendix A.)

TABLE 7

HINDRANCES IN THE USE OF AUDIOVISUAL MEDIA FOR ALL TYPES OF SCHOOLS

Type of Hindrance	Per Cent of Schools Reporting Hindrance			
	Elementary	Secondary	Negro	Combined
Number of Schools:	308	209	31	24
Visual Hindrances				
Light control only	48	53	31	44
Light control, poor ventilation	10	6	6	-
Light control, lack of outlets	6	5	6	3
Light control, poor ventilation, lack of outlets	5	10	13	-
Other visual problems	4	5	9	4
No visual hindrances reported	27	21	35	39
Audio Hindrances				
Poor TV and/or radio reception only	10	8	9	4
Noise interference	6	8	9	4
Poor acoustics	3	5	9	9
Poor acoustics, noise interference	3	6	6	4
Poor TV and/or radio reception, other acoustical problems	8	13	1	-
No audio hindrances reported	70	60	66	79

Materials and Information

A district superintendent must consider many factors of curriculum content, storage facilities, logistics, and economics in deciding which materials will be housed in the school building, which distributed from a central district office, which rented or borrowed from outside sources, and whether or not the teacher will be encouraged to use or produce his own materials. Whatever the advantages and disadvantages of each source--and educators are still debating them--all were used by these districts.

Sound films obtained primarily from outside educational sources.--The figures in Table 8 indicate that sound films, especially those used for secondary instruction, were obtained primarily not only from outside the school but outside the district. Schools of all types ordered approximately half of their films from outside educational sources; principally regional libraries, universities, or state departments of education. An additional 34 per cent of the films used in secondary and combined schools were acquired directly from business organizations or rented from commercial agencies. The school district was the most important single source only for elementary and all-Negro schools. Although reliance on the district library increased as the district became larger and had more film titles, only the largest districts (those enrolling 12,000 to 25,000 pupils) supplied more than 11 per cent of the films ordered by their secondary teachers. (See Tables S-13 and S-14, Appendix A.) Apparently even a library of several hundred titles cannot provide the variety of specialized films needed to meet secondary curriculum needs.[9]

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[9] In 1961 districts enrolling 12,000 - 24,999 pupils had an average of approximately 400 titles in their film libraries.

TABLE 8

SOURCE OF 16 mm FILMS FOR ALL TYPES OF SCHOOLS
(Sources listed in order of over-all importance)

Source	Per Cent of Films Received from Each Source			
	Elementary	Secondary	Negro	Combined
Number of Schools:	308	209	31	24
Cooperative film library	19	14	12	19
Business organizations	16	25	8	26
School district library	28	7	34	10
University library	15	27	8	20
State Department of Education	7	9	13	15
Commercial rental agencies	3	9	3	7
Public library	5	2	1	1
Own school library	1	2	8	1
Nonprofit organizations	1	3	-	1
Other	1	-	-	-
No source given	4	2	13	-

District materials collections highly variable.--The outstanding characteristic of the materials libraries, reported by 87 per cent of the districts, was their variability--both as to type of material reported and the number in each collection. There was considerable variation not only between districts in different size categories but among districts with similar pupil enrollments.

Both the incidence of materials collections by district size and a distribution of the amount of each material are given in Table 9. The frequency of reports of 16 mm film and tape collections was directly associated with pupil enrollment while reports of filmstrip and record collections were more uniform across enrollment size categories. The greatest variability was noted for 2 x 2 slide collections which were noticeably lacking in the very small districts.

Although minimum quantitative standards for materials are difficult to establish, Hass's yardstick for California counties with enrollments up to 30,000 pupils can serve as a point of departure for judging the adequacy of the collections in the sample. As his standards are geared to curriculum needs rather than district size, they are approximately the same for all of the size categories encompassed by this survey. According to Hass a school district should have 750 - 1,000 16 mm film titles, 2,000 filmstrip titles, 1,200 records, 200 tape recordings, and 100 hundred 2 x 2 slide sets.[10]

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[10] Claude W. Hass, "An Investigation of Criteria for the Evaluation of Audio-Visual Services Provided at the County Level in California." Master's Thesis. Stockton: College of Pacific, 1958, p. 121. Cited in Hyer, op. cit., p. 507.

TABLE 9

A. INCIDENCE OF MATERIALS COLLECTIONS IN SCHOOL DISTRICT FOR ALL DISTRICT SIZES

Type of Material	Per Cent of Districts Reporting Material in Each Size Category				
	2	3	4	5	6,7,8[a]
Number of Districts	16	35	60	60	76
16 mm films	81	69	54	37	16
Filmstrips	100	94	94	88	75
Records	79	77	68	60	48
Tape recordings	93	70	65	44	28
2 x 2 slides	57	63	43	31	8

[a] The numbers refer to pupil enrollment categories:
2 12,000 - 24,999 pupils
3 6,000 - 11,999 pupils
4 3,000 - 5,999 pupils
5 1,200 - 2,999 pupils
6,7,8 150 - 1,199 pupils

B. SIZE OF MATERIALS COLLECTIONS IN SCHOOL DISTRICT FOR ALL DISTRICT SIZES (N=247)

Type of Material	Per Cent of Districts Reporting					
	0	1-99	100-499	500-999	1,000+[a]	Unknown
16 mm film titles	58	21	16	4	<0.5	<0.5
Filmstrip titles	13	14	30	18	23	2
Records	33	17	17	8	12	13
Tape recordings	44	32	11	<0.5	<0.5	12
2 x 2 slides	61	6	15	4	2	12

[a] Twenty three districts reported 2,000 - 7,500 filmstrip titles; twenty districts reported 1,200 - 15,000 records; two districts reported 1,500 - 2,500 2 x 2 slides.

Examination of the figures in Table 9 shows that only a very few of the sample districts approached these materials standards. This finding is noteworthy in view of the fact that these same districts generally had achieved or surpassed minimum equipment standards for most items of equipment.

School collections also highly variable.--Reports of the availability and amount of school-based materials indicate that these collections are also highly variable. Large and small schools in large and small districts reported collections running over 1,000 items or no materials at all. Whether or not materials libraries are housed in the school building is a matter of district policy, but a policy having little association with district size.

Variable as these collections might be, filmstrips and records were reported as part of the individual school resources by the majority of the principals in all types of schools. Tape and slide collections were less generally available. Detailed statistics on incidence and size of collection for elementary and secondary schools are given in Tables S-15 through S-18, Appendix A.

The lack of tape and slide collections in both the districts and the schools is particularly interesting in view of the fact that 84 per cent of the 572 schools had one or more tape recorders in the building and 96 per cent had some form of slide projector. Apparently these school districts have stocked the basic equipment but not all of the materials that can be used with it. Nor were either tapes or slides supplied or prepared in any quantity by the teachers. While 54 per cent of the respondents, primarily teachers in elementary and all-Negro schools, used their own materials, these materials were most frequently personal records. Fewer than 20 per cent of the respondents either used their own slides or tapes or prepared such materials for classroom use. Other than tapes for language or music classes and slides for art or science classes, very few materials of any kind were prepared by the teacher regardless of the grade or subject he taught. (See Tables T-48 through T-51, Appendix A.)

School catalogue major source of information for elementary teachers.--Teachers obtain information about audiovisual media from a variety of sources; among the most important are school catalogues, advertising literature, audiovisual courses, fellow teachers, and professional journals. Eighty-one per cent of the teachers reported that their school district prepared a catalogue of available audiovisual materials; 56 per cent found this information sufficient for their needs; and 30 per cent considered the school catalogue to be their single most valuable source of information.

As shown in Table 10, these catalogues were most favorably received in the elementary schools where they were most frequently furnished directly to the teacher. Secondary teachers, on the other hand, found material furnished by audiovisual distributors and manufacturers somewhat more valuable than that supplied by their school. Apparently, these school districts have been more successful in compiling useful catalogues of general materials suitable for the elementary grades than they have been in cataloguing and distributing information tailored to the more specialized interests of the secondary teacher.

TABLE 10

TEACHER EVALUATION OF SOURCES OF INFORMATION FOR ALL TYPES OF SCHOOLS

Teacher Judgments	Per Cent of Teachers by Type of School			
	Elementary	Secondary	Negro	Combined
Number of Teachers:	4166	6464	496	405
How School District Supplies AV Information				
Direct to teacher	63	36	28	41
Through AV coordinator	11	18	29	17
Through school library	8	8	14	13
Through department	2	13	6	5
Other	4	2	3	2
Not supplied	12	23	20	22
Satisfaction With School District Information				
Sufficient	67	51	40	49
Incomplete	18	24	36	27
Not supplied	12	23	20	22
No judgment	3	2	4	2
Single Most Valuable Source of Information				
School catalogue	42	23	32	30
Manufacturer	14	30	16	22
AV course	18	10	21	15
Fellow teacher	13	12	6	15
Professional journal	3	10	12	7
Other	6	8	7	7
No source preferred	4	7	6	4

Faculty, Student, and PTA Participation

In addition to providing some of their own materials teachers may recommend materials and equipment for purchase or help train others in the use of these resources. Students may assist in many ways--delivering, operating, cataloguing, or repairing. A PTA may buttress its concern for audiovisual instruction by purchasing equipment and materials. Data on the assistance provided by these three groups is summarized in Table 11 and detailed for elementary and secondary schools in Tables S-19 and S-20, Appendix A.

Faculty participation informal.--Only 28 per cent of the principals reported that they had a faculty committee specifically set up to assist in the audiovisual program. Even in the largest districts fewer than half of the schools had a formal mechanism through which teachers suggested the acquisition of new materials. However, two-thirds of the teachers made such suggestions, and 90 per cent of those who did so reported that their suggestions frequently led to the purchase or rental of the desired equipment or materials.

Successful as these informal suggestions may have been, almost 25 per cent of the teachers did not make suggestions and another 10 per cent felt that they had no opportunity to do so. It appears to the author that a more formal procedure for faculty participation might involve more of these teachers in both the acquisition of materials and in setting guide lines for their use. Such a procedure should be especially useful in the large high schools where sheer numbers may inhibit informal interaction across departmental lines.

TABLE 11

A. STUDENT, FACULTY, AND PTA ASSISTANCE IN AV PROGRAM FOR ALL TYPES OF SCHOOLS

Type of Assistance	Per Cent of Schools Reporting Assistance			
	Elementary	Secondary	Negro	Combined
Number of Schools:	308	209	31	24
Student AV assistants	60	86	81	88
Faculty AV committee	31	22	13	29
PTA contributions	53	22	39	46

B. PARTICIPATION OF TEACHERS IN PROVIDING MATERIALS FOR ALL TYPES OF SCHOOLS

Type of Participation	Per Cent of Teachers in Category			
	Elementary	Secondary	Negro	Combined
Number of Teachers:	4166	6464	496	405
Suggest acquisition	64	64	61	67
Do not suggest acquisition	24	26	21	20
No opportunity to suggest	12	10	18	13

Student assistance high; PTA assistance variable.--Active student participation is highest where the students are older (in secondary, all-Negro, and combined schools). Nevertheless, students took part in the audiovisual program in 60 per cent of the elementary schools. Conversely, PTA help was most characteristic of elementary schools. Perhaps the parents are more actively involved in "their" schools at this level. This sense of involvement may be either a result or a cause of the administrator's tendency to house equipment purchased by the school district in the secondary schools.

The most popular PTA contributed items were record players, tape recorders, and television sets; particularly the record player which was bought by 16 per cent of the groups. Materials were less popular; only 5 per cent of the PTA's brought either filmstrips or records. This emphasis on equipment is worth pondering. Parent groups have traditionally spent thousands of dollars on library materials, and the principals in the sample complained about a lack of good audiovisual materials. Can it be that a book or a piece of projection equipment is more visibly satisfying to the donor than a set of filmstrips or records?

Teacher Training

Several states require and most educators recommend that prospective teachers take a college course in the use of audiovisual techniques. In addition, many school districts offer in-service training and summer workshops to acquaint or refresh their teachers with the skills required for use of audiovisual materials.

Most teachers have some audiovisual training.--The majority of the teachers had received some form of audiovisual training, most often in college or university courses. Thirty-four per cent had only college training; 9 per cent had supplemented this experience with in-service training on the job or in summer workships; and another 16 per cent had picked up their audiovisual experience on the job, in summer workshops or outside the educational world, e. g., in military service.

An interesting point in the comparison of the training reported by elementary and secondary teachers is that elementary teachers at all grade levels had availed themselves of in-service training either in conjunction with college training or in lieu of college training more frequently than any of the secondary subject groups. (See Tables T-36 and T-37, Appendix A.) This may reflect a higher interest in the use of audiovisual techniques on the part of the grade school teacher and may in turn be associated with the generally higher level of use in elementary schools.

Teachers find equipment easy to operate.--The survey respondents found the various kinds of equipment easy to operate--if they had ever used it at all. As shown in Table 12, teachers generally felt at ease operating the slide-filmstrip projector but experienced some difficulty with the 16 mm projector. Considerably fewer teachers were familiar with the other three items of equipment, but those who were found few problems in their operation. (See Tables T-38 through T-47, Appendix A for detailed distributions for all five pieces of equipment.)

TABLE 12

A. FAMILIARITY WITH OPERATION OF AUDIOVISUAL EQUIPMENT BY TYPE OF SCHOOL

Type of Equipment	Per Cent of Teachers Who Have Operated Equipment			
	Elementary	Secondary	Negro	Combined
Number of Teachers:	4166	6464	496	405
Slide-filmstrip projector	89	82	80	84
16 mm projector	82	77	69	78
Tape recorder	63	68	63	50
Opaque projector	58	54	49	38
Overhead projector	22	37	26	18

B. EASE OF OPERATION OF AUDIOVISUAL EQUIPMENT BY TYPE OF SCHOOL

Type of Equipment	Per Cent of Teachers Who Can Operate Equipment Easily[a]			
	Elementary	Secondary	Negro	Combined
Slide-filmstrip projector	97[b]	97	97	96
16 mm projector	79	86	83	78
Tape recorder	94	92	88	84
Opaque projector	94	95	95	93
Overhead projector	90	94	93	89

[a] Ease of operation is defined as "Find easy to operate" or "can teach someone else to operate."

[b] This table is based only on those teachers who rated the equipment. Excluded from the computations are those who said they were not familiar with the equipment and those who did not answer the question.

Audiovisual Coordination

Very few school districts outside of the large metropolitan systems have a full-time audiovisual director. This task is handled by superintendents, curriculum supervisors, other administrative personnel, or the building principals. So, too, with audiovisual coordination within the school. Very few schools have a staff member whose major job title is audiovisual coordinator or its equivalent, and 10 per cent of the schools reported that no one performed this function.

Various persons act as coordinator.--Principals, assistant principals, classroom teachers, librarians, and other administrative personnel may all undertake audiovisual duties in addition to their own work. The major responsibility of the building coordinator is given for all types of schools in Table 13; detailed distributions for elementary and secondary schools are shown in Tables S-21 and S-22, Appendix A.

Principals or assistant principals were most often audiovisual coordinators in elementary schools in districts with fewer than 6,000 students. In the larger districts classroom teachers were the major source for audiovisual coordinators. A different pattern obtained in the secondary schools where the building coordinator was more likely to be a classroom teacher in all district size categories. The fields of science and social studies, which are among the greatest users of audiovisual techniques, contributed about one-third of these teacher-coordinators. School librarians did not typically perform this function; even in the largest districts only 2½ per cent of the secondary school coordinators were librarians.

Coordination mainly a supply function.--Whatever his background the coordinator spent his time chiefly as a logistics officer, ordering

TABLE 13

PRINCIPAL JOB OF AUDIOVISUAL COORDINATOR BY TYPE OF SCHOOL

Type of School	Number of Schools	Per Cent of Schools in Each Job Category Principal, Assistant Principal	Librarian	Other Administrative	Classroom Teacher	No One
Total	572	32	10	10	38	10
Elementary	308	41	6	13	28	12
Secondary	209	21	13	10	47	9
Negro	31	19	23	3	45	10
Combined	24	33	25	13	25	4

and scheduling equipment and materials. His other most frequent services were teaching teachers how to operate equipment, providing them with information about materials, and, if he were a coordinator in a secondary school, repairing and maintaining equipment. Very few coordinators were called upon to prepare special audiovisual materials tailored for a specific subject or teacher.

The figures in Table 14 indicate that the major services performed were generally the same for all types of schools. They were also generally the same in all district size categories. (See Tables S-23 and S-24, Appendix A.) However, a relatively larger number of elementary school coordinators reported that they assisted in the more professional or "creative" aspects of the task (suggesting new materials or new uses for those on hand); whereas secondary school coordinators provided relatively more clerical and technical support (ordering, scheduling, and maintenance). These differences may reflect in part the more specialized nature of the high school curriculum which may require a more intimate understanding of needs and a greater variety of materials than a single part-time coordinator may be able to provide.

Profile of the audiovisual coordinator.--Statistics on training, time spent in audiovisual duties, and the importance of the assignment are summarized in Table 15 and presented in detail in Tables S-25 through S-32, Appendix A. Approximately 80 per cent of the audiovisual coordinators in the survey reported some form of audiovisual training as compared with 60 per cent of the teachers. Between 23 and 34 per cent of the coordinators had supplemented their basic college course work with in-service training. This supplementation was most noticeable for elementary coordinators, especially those in the smaller districts.

TABLE 14

MAJOR SERVICES PERFORMED BY AV COORDINATORS FOR ALL TYPES OF SCHOOLS

(Services listed in order of frequency of mention)

Type of Service	Per Cent of AV Coordinators Who Perform Service[a]			
	Elementary	Secondary	Negro	Combined
Number of AV Coordinators:	134	157	22	13
Ordering and scheduling media	75	82	77	85
Teaching operation of equipment	51	42	50	46
Providing data on new materials	38	35	54	46
Suggesting appropriate materials	42	29	27	38
Classifying and storing materials	28	30	27	31
Maintaining equipment	25	46	14	23
Suggesting new uses for materials	28	24	32	-
Preparing specialized materials	3	3	9	-

[a] Each AV Coordinator was asked to check the three most important services he performed.

TABLE 15

CHARACTERISTICS OF AUDIOVISUAL COORDINATORS FOR ALL TYPES OF SCHOOLS

Characteristics of AV Coordinators	Per Cent of AV Coordinators Reporting By Type of School			
	Elementary	Secondary	Negro	Combined
Number of Respondents:	134	157	22	13
Type of Training				
No training	17	20	23	46
College course only	32	46	27	23
In-service training only	17	8	27	8
College plus in-service	34	26	23	23
Amount of Time Spent in AV Duties				
Up to 1/4 time per week	87	75	77	85
1/4 to 1/2 time	7	16	23	15
More than 1/2 time	2	4	-	-
Full time	4	5	-	-
Importance of AV Duties				
Major assignment	10	13	4	8
Secondary assignment	40	51	64	77
Incidental duty	50	36	32	15

Audiovisual coordination is a part-time job at best; only 3 per cent of the coordinators reported that they devote full-time to these duties.[11] Nevertheless, two-thirds of the coordinators expressed a preference for audiovisual coordination over other nonteaching assignments even though for most of them it was a secondary or incidental duty. This preference was most pronounced among secondary school coordinators in smaller districts who had no more time for the assignment (and often less) than did those in larger districts.

The building coordinators also exhibited a positive commitment to the use of audiovisual techniques. Sixty-two per cent of them said that audiovisual materials should be an integral part of the curriculum, as compared with 55 per cent of the principals, 42 per cent of the teachers and 37 per cent of the superintendents.[12] This dedication to the program appears to be a hardy quality in view of the fact that the coordinator's duties at present are primarily clerical and technical and are performed as a secondary assignment, often in conjunction with a full teaching or administrative load.

Summary on Audiovisual Resources

The teachers in these 572 schools had a variety of audiovisual equipment available for their use, either from their school district or in their own buildings. Sound films were obtained primarily from outside educational sources--cooperative regional or county libraries, universities, or state departments of education. Filmstrips and records might be obtained either from a central district source or kept in the individual schools. Tapes and 2 x 2 slides were less generally available from either source.

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[11] A similar lack of released time for audiovisual duties was reported in a study of the audiovisual coordinator in Michigan. See Marie McMahan, "Building Coordinator: Professional Partner?", Audiovisual Instruction, November, 1963, pp. 662-665.

[12] See Table 23, p. 61.

Students at all grade levels were directly involved in the process of providing audiovisual services to the classroom. PTA's were most actively involved in the elementary schools where they purchased record players, tape recorders, and television sets for their children's use. Faculty participation was largely informal and voluntary. The majority of the teachers had had some kind of audiovisual training, usually in college, and they found the equipment relatively easy to operate.

The audiovisual building coordinator was typically a teacher or principal who ordered and scheduled equipment and materials in addition to his regular administrative or teaching duties. He had little time in which to advise teachers on how to use available materials or to appraise them of new developments in the field. However, he was positively committed to the value of audiovisual instructional techniques.

III. USE OF AUDIOVISUAL RESOURCES BY THE TEACHER

At this point, the focus of our study shifts from an examination of the audiovisual resources available in the schools to a description of the extent to which teachers used the equipment and personnel resources available. This section of the report presents findings on:

1. the incidence of media use by elementary grade and secondary subject taught;
2. patterns of media use by grade and subject;
3. use of the audiovisual coordinator.

Detailed analyses of audiovisual practices were made for each of the four elementary grade levels and eight major secondary subject specialties taught in the public schools. As instructional goals, practices, and content differ depending on the grade or subject taught, it is logical to assume that audiovisual usage will vary by grade and subject. Findings presented in this manner have the further advantage of direct relevance to the needs of curriculum planners, teacher training institutions, and instructional materials producers; all of whom speak to the teacher as a subject matter specialist.

Emphasis on grade level and subject taught does not imply that there are not other teacher related variables which are significantly associated with the use (or nonuse) of audiovisual instructional techniques. It does imply, however, that the relationship between use patterns and these other factors (sex, experience, training, etc.) can be examined more fruitfully when grade level or subject specialization is held constant.

For example, Kelley found a highly significant relationship between the teacher's sex and his attitude toward audiovisual materials. There was a definite tendency for women to have more positive attitudes toward the use of these materials than men.[13] If this tendency is a reflection of general differences between the sexes, it should be as strong in fields with relatively few women (e.g. science) as it is in fields with a predominance of women (e.g. English). Or, if this attitude is strong enough to counteract the traditionally imputed feminine reluctance to use complicated equipment, women foreign language teachers should be more favorably disposed toward the use of the language laboratory than are their male counterparts. Neither of these hypotheses can be tested unless sex differences in audiovisual usage are examined subject by subject.

A later phase of our over-all study will examine factors associated with different levels of audiovisual use when grade level and subject are held constant. This report is limited to a discussion of the relationship between the incidence, frequency, and variety of a teacher's use of audiovisual materials and his elementary grade or secondary subject specialty.

Teachers were classified into the twelve grade and subject categories according to their major teaching assignment. In the great majority of the cases this major assignment was the only assignment; 90 per cent of the elementary teachers taught only one grade; 82 per cent of the secondary teachers taught only one subject area. The situation was somewhat different in the all-Negro and combined schools. First, the number of teachers who were subject matter rather than grade level teachers was too small (262 in all-Negro schools and 200 in combined schools) to permit detailed analysis of audiovisual usage by eight subject categories. Second, 49 per cent of these 462 teachers taught more than one of the eight major subject areas. Therefore, the analysis of teacher use patterns is based on data supplied by the 10,630 teachers who teach in separate elementary and secondary schools. Broadly speaking however, as shown in Table 16, teachers in all-Negro schools responded like those in elementary schools and teachers in combined schools responded like those in secondary schools.

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[13] Galen B. Kelley, "A Study of Teachers' Attitudes Toward Audiovisual Materials," Educational Screen and Audiovisual Guide, March, 1960, p. 120.

Teacher Use of Media

Extent of audiovisual use can be measured by the proportion of teachers who use any material at all, the proportion who use any material frequently, or the proportion who use a variety of media. All three measures were used in this study.

Incidence of use associated with subject specialization.--The proportions of elementary and secondary teachers who reported the use of any audiovisual material during the fall semester of 1961-62 are given in Table 17 by grade taught for elementary teachers and subject taught for secondary teachers. Incidence of use was high for all elementary grade levels but varies with subject specialty in the secondary schools. Here the proportion of users of audiovisual materials ranged from a high of 95 per cent among science teachers to a low of 45 per cent among mathematics teachers. The fact that teachers with the greatest amount of subject specialization in the elementary schools (those in grades 7-9 and those

TABLE 16

A. COMPARISON OF INCIDENCE OF TEACHER USE OF AVAILABLE EQUIPMENT FOR ALL TYPES OF SCHOOLS

Type of Equipment	Per Cent of Teachers Who Use Item			
	Elementary	Secondary	Negro	Combined
Number of Teachers:[a]				
Record player	76	37	61	53
16 mm projector	72	54	49	56
Filmstrip projector	73	41	73	59
Slide projector	16	14	14	8
Tape recorder	19	14	21	8
Radio	32	14	35	22
Opaque projector	32	15	36	18
Television set	57	19	42	48
Overhead projector	14	11	13	11

[a] As this analysis was done only with teachers in schools which had the equipment in the school building, the number of teachers varies for the nine types of equipment, but is 100 or more for all cells in the table.

B. COMPARISON OF HIGH FREQUENCY OF TEACHER USE OF AVAILABLE EQUIPMENT FOR ALL TYPES OF SCHOOLS

Type of Equipment	Per Cent of Teachers Who Use Item 20 Times or More During Semester			
	Elementary	Secondary	Negro	Combined
Record player	29	6	19	11
16 mm projector	11	5	4	7
Filmstrip projector	10	4	10	10
Slide projector	1	1	-	1
Tape recorder	2	2	-	1
Radio	2	1	2	-
Opaque projector	2	1	1	1
Television set	13	1	6	-
Overhead projector	1	2	2	2

TABLE 17

A. USE OF ANY AUDIOVISUAL MEDIUM - ELEMENTARY TEACHERS BY GRADE TAUGHT

Grade Taught	Number of Teachers	Per Cent of Teachers Who Use Any AV Materials
Total	4166	94
K-3	2114	94
4-6	1567	96
7-9	309	88
1-6, 1-8	176	86

B. USE OF ANY AUDIOVISUAL MEDIUM - SECONDARY TEACHERS BY SUBJECT TAUGHT

Subject Taught	Number of Teachers	Per Cent of Teachers Who Use Any AV Materials
Total	6464	81
Science	735	95
Social Studies	894	91
Fine Arts	406	91
Language	427	89
English	1219	84
Applied Arts	1274	83
P.E., Guidance	747	75
Mathematics	762	45

who teach one subject across all six or eight grades) reported a different incidence of use than did the classroom teacher in grades K-3 and 4-6 indicates that subject specialization may also be related to the use of audiovisual materials in the elementary schools.

When we look at the incidence of use by size of school and size of district, we find greater variation in the use of audiovisual materials among teachers of different subjects than among teachers in large and small schools or large and small districts. Incidence of use among science and social studies teachers is both absolutely and relatively high regardless of the size of the school or district in which the teacher works; incidence of use among physical education and mathematics teachers is uniformly low except for those districts with fewer than 1,200 pupils. (See Tables T-2 and T-4, Appendix A.)

Although incidence of use of audiovisual techniques is relatively low for mathematics teachers in schools and districts of all sizes, it appears to increase sharply not only in the smallest districts but also in schools with 30 or fewer teachers. Why should this be true when all other subject matter specialists in schools with more than 30 teachers used audiovisual materials at least as often as their colleagues in the smaller schools? One possible expalanation is that teachers in small schools are more often called upon to teach another subject in addition to their specialty. Approximately 30 per cent of the mathematics instructors in the small schools had such an assignment as compared with .10 per cent of the mathematics teachers in the large schools. Unfortunately, we do not know whether or not these teachers were using audiovisual materials in mathematics or in their other subjects, but we suspect it may well be the latter.

The finding that teachers in grades 7-9 do not fit the general pattern for elementary teachers is more perplexing. We have no ready explanation either for the trend toward a higher incidence of use among these teachers as district size increases nor for the low incidence of use among this group in schools with 10 or fewer teachers; 66 per cent as compared with 94 per cent or more for all other teachers in these schools. These district and school size differences cannot be attributed to differential teaching assignments; teachers who taught grades 7-9 in the elementary schools had similar duties in schools and districts of all sizes. The finding remains an enigma albeit a relatively minor one in view of the generally high incidence of audiovisual use for all elementary grade levels in all district and school size categories. (See Tables T-1 and T-3, Appendix A.)

Films, filmstrips and records are core of program.--Teachers in any grade or subject could, and did, use any of the nine materials studied; however, there were marked preferences for certain media. The proportions of elementary and secondary teachers in each subgroup who used any audiovisual medium at all are shown together with the percentages of those who used each of the nine materials in Table 18.[14] In order to assure that a respondent could use the material in question all analyses were made with only those teachers who had direct access to the necessary equipment.

Films, filmstrips, and records (or language tapes) were the most popular materials for all groups. The only challenge to the pre-eminence of the three basic media was the use of television in elementary instruction in grades 4-6.

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[14] Complete distributions of both incidence and frequency of use for all nine media are given in Tables T-5 through T-24, Appendix A.

TABLE 18

A. USE OF SELECTED MEDIA - ELEMENTARY TEACHERS, BY GRADE TAUGHT

Grade Taught	Number of Teachers	Per Cent of Teachers Who Use									
		Any Medium	Films	Film-strips	Records	Tapes	TV	Radio	Opaque Projector	2x2 Slides	Overhead Projector
K-3	2114	94	70	74	82	16	49	26	22	12	11
4-6	1567[a]	96	80	76	75	25	72	41	45	23	18
7-9	309	88	67	60	45	16	49	32	32	17	18
1-6, 1-8	176	86	44	57	65	19	38	16	28	12	9

B. USE OF SELECTED MEDIA - SECONDARY TEACHERS, BY SUBJECT TAUGHT

Subject Taught	Number of Teachers	Per Cent of Teachers Who Use									
		Any Median	Films	Film-strips	Records	Tapes	TV	Radio	Opaque Projector	2x2 Slides	Overhead Projector
Science	735[a]	95	83	62	17	11	31	19	24	23	27
Social Studies	894	91	75	56	40	22	36	31	19	18	11
Fine Arts	406	91	48	31	64	42	17	11	17	19	10
Language	427	88	36	32	67	68	11	8	10	27	2
English	1219	84	40	31	63	20	25	19	17	11	8
Applied Arts	1274	82	61	47	29	12	8	7	13	11	7
P.E., Guidance	747	75	55	36	30	12	13	7	7	5	7
Mathematics	762	45	25	22	6	3	9	8	7	3	13

[a] The Number of Teachers is constant for the first four columns in the table. See T-11 to T-24, Appendix A for The Number of Teachers for the other six columns.

The popularity of the three traditional materials is not surprising. Films and filmstrips have been designed for all subject and grade levels. Records are not only usable with much of the elementary curriculum but are especially appropriate for instruction in music, English, and foreign language. What is important is that while the incidence of teacher use roughly parallels that of the availability of equipment, it is consistently and often very much lower, particularly in the secondary schools. Essentially all of secondary schools had a slide-filmstrip projector, a 16 mm projector, and a tape recorder for every 6-14 teachers. Yet in no instance did more than 83 per cent of the teachers in any subject specialty use any one of these items, and 19 per cent of the secondary teachers used no audiovisual materials at all.

Preferred materials for each subject.--There was a clear preference for either films or records in all subject and grade areas except language and mathematics. Language teachers used records and tapes with almost equal frequency; mathematics teachers used films or filmstrips about equally. The preference for a particular medium is reflected in the fact that 80 per cent of the teachers who used any audiovisual materials at all used the preferred medium for their grade or subject.

Radio, 2 x 2 slides, and opaque and overhead projectors were used relatively infrequently by all subgroups; but here, too, there were decided differences in frequency of use by specialty. In elementary schools, all four were used most often by teachers in grades 4-6. In secondary schools, radio was used most often in social studies; 2 x 2 slides were used most often in foreign language; and overhead and opaque projectors were used most often in science.

These findings make sense when one considers what each specialty teaches. The widest range of subject matter is probably taught in grades four through six; radio is well suited for the study of current events; slides of the teacher's trip to Rome can go a long way toward resuccitating Latin; scientific charts, diagrams, and tables were among the first mateials put on transparencies. It should be noted that the concept of the overhead projector as a portable blackboard seems to hold some appeal for the mathematics teacher. Whereas he ranks at or near the bottom in the use of all other media, he ranked second in the use of the overhead. (See Table T-24, Appendix A.)

Characteristic variations in frequency of use.--Frequency of use of the preferred medium is given in Table 19. Use of the preferred material at least 10 times during the semester was characteristic of 40 to 60 per cent of all elementary teachers except those in grades 7-9, but only of teachers of music, foreign language, and science in the secondary schools. There was relatively high incidence but low frequency of use in social studies and art. There were both low incidence and low frequency of use in physical education and mathematics.

High use (20 or more times during the semester) was more characteristic of records and language tapes than it was of films. Whereas 45 per cent of the music teachers used records on an average of at least once a week,[15] no more than 16 per cent of the teachers in any group used films that frequently. Filmstrips were the only other material used more than 20 times during the semester by as many as 10 per cent of the

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[15] Most schools operate on an 18 week semester; therefore use of a material at least 20 times during the semester assures an average use of at least once a week.

TABLE 19

A. USE OF PREFERRED MEDIUM - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of incidence of use)

Grades Taught	Number of Teachers	Most Frequently Used Material	Per Cent of Teachers in Use Category Times Used Per Semester 0	 1-9	 10-19	 20+
K-3	2114	Records	18	21	21	40
4-6	1567	Films	20	40	26	14
7-9	309	Films	33	46	15	6
1-6, 1-8	176	Records	35	16	15	34

B. USE OF PREFERRED MEDIUM - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of incidence of use)

Subject Taught	Number of Teachers	Most Frequently Used Material	Per Cent of Teachers in Use Category Times Used Per Semester 0	 1-9	 10-19	 20+
Science	735	Films	17	42	25	16
Music	245	Records	17	21	16	45
Social Studies	894	Films	25	48	19	8
Language	427	Tapes	31	21	15	33
Art	161	Films	34	49	10	7
English	1219	Records	37	48	11	4
Applied arts	1274	Films	39	41	14	6
P.E., Guidance	747	Films	45	40	12	3
Mathematics	762	Films	75	21	3	1

teachers in any group and then only in elementary grades K-6. (See Table T-7, Appendix A.) Clearly, use of audiovisual materials had not yet become an integral part of the daily classroom instruction of the majority of the teachers in the study.

More multimedia use in elementary schools.--As shown in Table 20, 73 per cent of the elementary respondents used three or more different media as compared with 39 per cent of the secondary respondents. The modal elementary teacher used three or four media--typically records, films, filmstrips, and either radio or television. The modal secondary teacher in all fields except social studies and language restricted his use to one or two materials--either films and filmstrips or records and films.

Use of more than the average number of media for their type of school was most characteristic of teachers in grades 4-6 and social studies teachers. However, while there was relatively frequent use of several media in grades 4-6, there was relatively infrequent use of several media in social studies. This difference in pattern of use suggests that audiovisual materials may be serving different functions in the two areas of instruction. Fifty-three per cent of the teachers in grades 4-6 thought these materials were best used as an integral part of their course work as compared with 43 per cent of the social studies teachers.[16]

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[16] See Table 23, p. 61.

TABLE 20

NUMBER OF AUDIOVISUAL MEDIA USED - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Category				
		Number of Media Used				
		0	1-2	3-4	5-6	7-10
Total	4166	6	21	40	25	8
4-6	1567	4	15	34	33	14
K-3	2114	6	23	46	21	4
7-9	309	12	27	35	19	7
1-6, 1-8	176	14	34	32	15	5

NUMBER OF AUDIOVISUAL MEDIA USED - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Category				
		Number of Media Used				
		0	1-2	3-4	5-6	7-10
Total	6464	19	42	28	9	2
Science	735	5	43	37	13	2
Social Studies	894	9	32	38	18	3
Fine Arts	406	9	46	32	12	1
Language	427	11	37	38	13	1
English	1219	16	40	32	10	2
Applied Arts	1274	18	51	26	5	-
P.E., Guidance	747	25	48	21	5	1
Mathematics	762	55	34	8	2	1

Use of the Building Coordinator

Each teacher was asked to check the type of assistance he needed most to use audiovisual aids effectively and whether or not there was anyone in his school who gave him the desired assistance. As shown in Table 21, the audiovisual building coordinator was the single most important source of help for all grades and subjects, but he could not furnish all of the help desired. Other school personnel were called on for help; but 28 per cent of the respondents reported that they needed some kind of service which no one in their school could provide.

The coordinator least often provided the desired assistance to teachers in fine and applied arts, mathematics, foreign language, and those who taught a specialized subject (again often music or art) across the elementary grades. These four groups also found the school catalogues less helpful than their fellow teachers. Art, music, and language teachers frequently turned to the manufacturer or their professional journals for help. The mathematics teacher not only sought help from a variety of sources, but was more likely than any other respondent to report that none of the usual information sources were satisfactory for his needs. (See Tables T-34 and T-35, Appendix A.)

Teachers want professional help more than technical support.--Discrepancies between the coordinator's actual tasks and the kinds of assistance the teachers wanted stand out when we compare the judgments of teachers, coordinators, and principals as to whether clerical, instructional, or informational services are most valuable. Rank order distributions for the eight major services studied (ranked in order of importance as determined by frequency of mention for each group of respondents)

TABLE 21

PERSON FROM WHOM HELP IN USING AUDIOVISUAL MEDIA IS OBTAINED ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of help from AV Coordination)

Grade Taught	Number of Teachers	Per Cent of Teachers Who Obtain Help From			
		AV Coor-dinator	Other School Personnel	No One	Seek No Help
Total	4166	42	26	23	9
7-9	309	45	19	28	8
4-6	1567	42	25	23	10
K-3	2114	41	27	23	9
1-6, 1-8	176	32	26	31	11

PERSON FROM WHOM HELP IN USING AUDIOVISUAL MEDIA IS OBTAINED SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of help from AV Coordinator)

Subject Taught	Number of Teachers	Per Cent of Teachers Who Obtain Help From			
		AV Coor-dinator	Other School Personnel	No One	Seek No Help
Total	6464	39	20	31	10
Social Studies	894	43	22	27	8
P.E., Guidance	747	41	19	28	12
Science	735	40	19	34	7
English	1219	41	20	30	9
Applied Arts	1274	38	17	35	10
Fine Arts	406	37	19	33	11
Mathematics	762	37	19	32	12
Language	427	33	26	31	10

are given in Table 22. Base statistics can be found in Tables T-25 through T-31, Appendix A.

The teachers considered the clerical and custodial functions currently performed by the coordinator as relatively unimportant to them. Irrespective of the grade or subject they taught the teachers wanted help in keeping up-to-date on new audiovisual materials; a service ranked fourth in importance by the building coordinators.

Instruction in the operation of some kind of equipment was still a critical need for one teacher in six, particularly foreign language teachers who are relative newcomers to the audiovisual field. However, the high level of familiarity with the basic equipment and the amount of special audiovisual training reported by the teachers indicate that the need for the coordinator to teach in this area can be expected to decline.

Few of the teachers wished help in the preparation of specialized audiovisual materials; fewer coordinators expected to make them. Lack of time, facilities, and technical training militate against it.

Principals put ordering and scheduling first.--In contrast to the teachers, principals in both types of schools agreed with the coordinator that his most important task was to order and schedule equipment and materials. The two groups were also in rather close agreement that he should teach other teachers how to use the equipment. There is some discrepancy between what the audiovisual coordinator does and what the principal would like him to do in the secondary schools. The coordinators ranked the maintenance and repair of equipment as their second most important duty. Their principals ranked it sixth in order of importance, putting relatively more emphasis on the dissemination of information about new developments in the field.

TABLE 22

RANK ORDER OF MOST IMPORTANT SERVICES OF AUDIOVISUAL COORDINATORS AS SEEN BY PRINCIPALS, COORDINATORS, AND TEACHERS[a]

Type of Service	Rank Order[b] of Importance of Service					
	Elementary Schools			Secondary Schools		
	Principals	Coordinators	Teachers	Principals	Coordinators	Teachers
Number of Respondents:	308	134	4166	209	157	6464
Orders and schedules media	1	1	5	1	1	4
Teaches operation of equipment	2	2	3	3	3	3
Maintains equipment	7	7	7	6	2	7
Suggests appropriate materials	4	3	2	4	6	2
Provides data on new materials	3	4	1	2	4	1
Classifies and stores materials	6	5	8	7	5	8
Suggests new uses for materials	5	6	4	5	7	5
Prepares specialized materials	8	8	6	8	8	6

[a] Audiovisual coordinators were asked to check the services they actually performed.

Principals were asked to check the services they thought most important for their schools.

Teachers were asked to check the services they needed most.

[b] The eight services are ranked in order of importance by frequency of mention for each group of respondents.

One suspects that with so little time available for audiovisual activities the secondary school coordinator is forced to take care of housekeeping chores and crises first despite what the principal would like him to do. With the exception that both principals and coordinators in larger districts put somewhat more emphasis on providing teachers with information about new materials, there was considerable agreement on the relative importance of each service among coordinators and among principals for both types of schools across district size categories.

Summary on Teacher Use of Audiovisual Resources

Eighty-six per cent of the respondents had used some audiovisual material, typically a film, a filmstrip, or a record, at least once during the fall semester of 1961-62. However, few of the teachers used any one material as often as once a week. High use (20 times or more during the semester) was more characteristic of records and language tapes than it was of either films or filmstrips.

The type of school in which a teacher taught, and more specifically the subject he taught, were critical variables associated with his use of audiovisual materials. Elementary teachers used a greater variety of materials and used them more frequently than did secondary teachers. This was true despite the fact that there was a greater variety of equipment available to the teacher in the high school. Among the subject specialties, only science, music and foreign language teachers used any material on a regular basis. Social studies teachers used a greater variety of media than their colleagues, but they did not use any one medium with high frequency.

Teachers in any grade or subject could, and did, use any of the nine media studied. Nevertheless, there was a clear preference for either films or records for all subject and grade areas except language and mathematics. Language teachers used records or tapes with almost equal frequency; mathematics teachers used films or filmstrips about equally. There were also decided preferences by subject and grade for each of the other less frequently used materials.

Although the school catalogue and the building coordinator were important sources of information and help, they did not provide sufficient information about new or appropriate audiovisual materials to satisfy the needs of many teachers. Complaints of this nature came both from high use fields (language and music) and from low use fields (applied arts and mathematics) and seem to be more closely related to the nature of the subject matter taught than to the level of use within the specialty. The 1964 publication of The Educational Media Index, organized by subject matter and educational level, should help fill this information gap.

IV. CLIMATE OF OPINION

The third ingredient in our description of audiovisual programs in the schools is the climate of opinion within which these educational media are used. This section of the report compares opinions of superintendents, principals, audiovisual building coordinators, and elementary and secondary teachers about:

1. the centrality of audiovisual techniques in the teaching process;
2. the problems which hindered effective use of audiovisual media;
3. the plans of administrators and teachers for future use of various materials.

Best Use of Audiovisual Media

Audiovisual materials can be used as an integral part of a course of instruction, for supplementary information, or to highlight a special unit. The proportions of each group of respondents who chose each of these alternatives as the best use for audiovisual materials are given in Table 23.

Global assessments difficult for superintendents.--The district superintendent has many complex factors to weigh in assessing any part of his school program. He cannot evaluate a teaching device from the perspective of a single subject nor that of a single school. It is not too surprising, therefore, that the superintendents' evaluations of audiovisual media were less decisive than those of any other group of respondents. Over 25 per cent of the superintendents would not make a

TABLE 23

BEST USE OF AUDIOVISUAL MATERIALS
SUPERINTENDENTS, PRINCIPALS, COORDINATORS, AND TEACHERS
ELEMENTARY AND SECONDARY SCHOOLS

Type of Respondent	Number of Respondents	Per Cent Who See AV Materials as			
		Integral Part of Course	Supplementary Information	Highlight, Special Unit	No Choice
Superintendents	247	37	31	4	28
Elementary					
Principals	308	55	37	4	4
AV Coordinators	134	60	34	2	4
Teachers	4166	47	38	10	5
K-3	2114	44	40	11	5
4-6	1567	53	36	8	3
7-9	309	48	37	11	4
1-6, 1-8	176	44	36	11	9
Secondary					
Principals	209	57	36	5	2
AV Coordinators	157	65	28	2	5
Teachers	6464	39	41	16	4
Science	735	53	37	8	2
Social Studies	894	43	43	12	2
Fine Arts	406	44	38	15	3
Language	427	48	35	12	5
English	1219	32	42	22	4
Applied Arts	1274	38	44	14	4
P. E., Guidance	747	40	40	14	6
Mathematics	726	27	44	22	7

general assessment, stating that these materials could be central or peripheral depending on the grade, subject, or medium considered. A refusal to judge was most characteristic of superintendents in districts with over 12,000 pupils. These superintendents cope with the greatest variety of teaching situations. (See Table 0-1, Appendix A.)

Coordinators' opinions consistent with role.--In both elementary and secondary schools the building coordinator saw a more central place for audiovisual media than did either the principal or the teacher. This finding is understandable. The majority of the coordinators prefer their duties to other nonteaching assignments and have demonstrated interest by supplementing their basic college background in the field with supplementary training. They are often recruited from science and social studies, areas in which audiovisual media have established their value.

That 55 per cent of the principals also considered audiovisual materials an integral part of the curriculum is encouraging for the future of the field. We suspect that the principal holds a key position in the channel of acceptance for any new development in the classroom, being truly liaison between the school district administration, the community, and the teacher.[17] Unlike their superintendents, principals and coordinators in districts with 12,000 - 25,000 pupils had little difficulty in assessing the best use of audiovisual materials and were favorably disposed toward a central place for these media--except for a curious 50 - 50 split among the 26 elementary coordinators. (See Tables 0-2 through 0-5, Appendix A.)

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[17] We hope to delineate more specifically the role the principal may play in setting the climate of opinion for a school in a subsequent study of different patterns of media use among schools of the same general type.

Teacher judgments generally consistent with level of use.--As a group, elementary teachers were more inclined than secondary teachers to say that audiovisual materials should be used as an integral part of course instruction. Within the secondary schools, teachers in science, music, and language--fields with both high incidence and high frequency of use--gave a more central place to the use of audiovisual techniques than did any of the other subject specialties. The high incidence but relatively low frequency of use in social studies is reflected in the equal split among teachers in that field over whether audiovisual materials should be an integral or supplementary part of their teaching. In English and mathematics these materials were assessed, and used infrequently, to supplement or highlight a unit of work.

Teachers in grades K-3 are the exception which tests the consistency between assessment and level of use. These teachers are among the highest users of audiovisual media, yet they consider this use to be supplemental to their course work almost as often as they judge it to be integral to the teaching process. The emphasis on records in the primary grades may provide an explanation for this finding. Records are often used at this level to provide either a quiet or active respite from the rigors of learning numbers, letters, and sounds. To one teacher this rest period may be essential, for her as well as the pupils; to another it may be a welcome but nonessential change of pace.

All agree materials now used primarily for enrichment.--Whatever their differential emphasis on how audiovisual materials should be used, all groups of respondents agreed that these materials were now used more often for enrichment than for direct teaching. This despite the fact that they also agreed that most teachers used audiovisual materials "sometimes" for every one of the purposes analyzed. Responses to the question of how often audiovisual media are now used in the school or in the classroom for enrichment, motivation, direct teaching, review, or cultural activity[18] were summarized by means of assigning a score of one for very often, two for sometimes, three for seldom, and four for never. This "index of use" is given for each of the five purposes in Table 24.

Although audiovisual materials are most often used for enrichment by all teacher subgroups, secondary teachers report more variation in the frequency of use for the five purposes than do elementary teachers. The finding that fine arts and language teachers used audiovisual materials more often than any other group for "cultural activity" is understandable if the teachers are using filmstrips or slides depicting the life of a composer or an artist or the culture of a country whose language is being studied. It is not so easy to reconcile with the use of language tapes and records which are designed to serve as vehicles for direct teaching of linguistic skills or musical acumen.

The pervasive tendency to use audiovisual materials for enrichment is probably related to historical attitudes about the proper place of music and pictures in the classroom, or anywhere for that matter, as well as the fact that many of the materials readily available today are of a general nature best suited to enrich or supplement concepts presented in the text or by the teacher.

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[18] The questionnaire items "to illustrate a principle" and "to provide general background for a unit" were dropped from the analysis as yielding no additional information.

TABLE 24

FREQUENCY WITH WHICH AUDIOVISUAL MEDIA ARE USED FOR VARIOUS PURPOSES
PRINCIPALS, COORDINATORS, AND TEACHERS
FOR ELEMENTARY AND SECONDARY SCHOOLS

Type of Respondent[b]	Number of Respondents	Index of Use[a] For				
		Motivation	Enrichment	Review	Direct Teaching	Cultural Activity
Elementary		1.7	1.5	2.0	2.0	2.1
Principals	308	1.7	1.3	1.8	1.9	2.0
AV Coordinators	134	1.5	1.2	1.7	1.8	2.0
Teachers	4166	1.7	1.5	2.0	2.0	2.1
K-3	2114	1.7	1.5	2.0	2.0	2.0
4-6	1567	1.7	1.4	1.9	2.0	2.1
7-9	309	1.9	1.7	2.2	2.2	2.4
1-6, 1-8	176	1.7	1.7	2.2	2.0	2.0
Secondary		2.1	1.8	2.4	2.3	2.5
Principals	209	1.7	1.4	2.1	1.9	2.2
AV Coordinators	157	1.7	1.3	1.9	1.7	2.1
Teachers	6464	2.1	1.8	2.4	2.3	2.5
Science	735	1.9	1.4	2.0	2.1	2.8
Social Studies	894	1.9	1.6	2.3	2.2	2.3
Fine Arts	406	1.9	1.7	2.5	2.1	1.8
Language	427	2.0	1.7	2.3	2.5	1.8
Applied Arts	1274	2.0	1.8	2.4	2.2	2.8
P. E., Guidance	747	2.0	1.9	2.5	2.2	2.7
English	1219	2.2	1.8	2.6	2.5	2.3
Mathematics	726	2.7	2.5	2.9	2.8	3.2

[a] This index represents a weighted score on a scale from 1-4 in which 1 is very often; 2 is sometimes; 3 is seldom; 4 is never.

[b] The Superintendents were not asked this question.

Major Problems in Using Audiovisual Media

Educators at all levels encounter problems which hamper the effective use of audiovisual materials. There is never enough money; projection conditions are far from ideal; films do not arrive on schedule; some teachers fail to see the value of these instructional techniques; or the added burden of preparing materials for classroom use is just too much to fit into an already crowded schedule. Such complaints are both real and commonplace. However, they may be more or less critical to a particular respondent, depending upon his position in the educational system. Each of the respondents was asked to indicate the major difficulties he had experienced in using audiovisual materials--as a superintendent, a principal, a building coordinator, or a teacher. Superintendents were asked to respond spontaneously to the question, "What major problems do you have in using audiovisual materials in your teaching program?" The list of twelve statements to which principals, audiovisual coordinators, and teachers were asked to react was developed from the free responses given by the superintendents.

Superintendent's problems those of the administrator.--The twelve problems most frequently listed spontaneously by the superintendents are given in Table 25. These concerns are basically those of the administrator--lack of money, scheduling problems, inadequate facilities (for storage and production as well as for previewing and classroom use), and a shortage of trained and enthusiastic personnel.

Difficulties in supplying teachers with information, time in which to prepare materials, and the quality of the materials themselves were seldom cited as major problems. Although superintendents were concerned

TABLE 25

MAJOR PROBLEMS SUPERINTENDENTS HAVE IN USING AUDIOVISUAL MATERIALS
(Problems listed in order of mention)

Type of Problem	Per Cent of Superintendents Who Report Problem[a]
Number of Superintendents:	247
Lack of money for adequate program	38
Scheduling problems	35
Teachers not trained in AV use	25
Inadequate storage and production facilities	19
Teacher resistance	17
Lack of trained AV personnel	14
Poor classroom facilities	12
Lack of creative use of materials	11
Too little preview time	7
Difficult to provide information to teacher	6
Maintenance and repair of equipment	6
Few good materials available	5
No major problems reported	8

[a] The list of problems is not exactly the same as that for principals, audiovisual coordinators, and teachers in that superintendents were asked to respond spontaneously to an open-ended question asking for their three most serious problems.

about "teacher resistance" and the failure of their teachers to use audiovisual materials "creatively," they did not specify either lack of time or materials as factors which might contribute to this resistance or noncreative use.

Time, facilities, and materials important at the school level.--When we look at problems in the schools, as given in Table 26, we find that lack of time and a shortage of relevant materials join inadequate facilities and scheduling as major concerns.

Insufficient preparation time and poor scheduling were serious problems to all concerned. Not only did 50 per cent or more of the teachers in all fields complain that they did not have enough time to preview materials adequately before using them, but principals and coordinators in districts of all sizes were sympathetic to this need and considered it the most serious obstacle to effective use of audiovisual media. (See Tables 0-7 through 0-13, Appendix A.)

Relatively few respondents complained about the equipment. Rather, all groups agreed that poor classroom facilities for viewing or listening should be high on the list of problems. There was also general agreement that everyone suffers if materials are not available when needed. Hopefully, from the point of view of the teachers, attempts to make scheduling more efficient should not entail too much bureaucratic procedure as almost one-third of the teachers already complain about the amount of "red tape" involved in the ordering process, particularly in the "high use" subjects. (See Table 0-12, Appendix A.)

TABLE 26

MAJOR PROBLEMS IN USING AUDIOVISUAL MEDIA PRINCIPALS, COORDINATORS AND TEACHERS FOR ELEMENTARY AND SECONDARY SCHOOLS

Type of Problem	Per Cent of Respondents Reporting Problem					
	Elementary Schools			Secondary Schools		
	Principals	Coordinators	Teachers	Principals	Coordinators	Teachers
Number of Respondents:	308	134	4166	209	157	6464
Too little preview time	68	74	61	70	71	63
Few good materials	52	53	21	66	66	34
Poor classroom set-up	56	55	44	57	69	50
Aids not available when needed	45	43	44	52	48	47
Too little information	33	30	26	38	40	28
Difficult to integrate materials	28	25	17	47	41	26
Students see as entertainment	19	19	20	28	26	33
Not enough basic teaching time	20	20	25	16	20	30
Too much "red tape"	12	5	23	14	16	34
Aids too expensive for results achieved	9	10	9	12	14	17
Difficult to operate equipment	7	7	11	3	6	8
Equipment in poor repair	7	6	9	6	11	14
Have no difficulties	7	6	8	-	2	5

A paucity of good relevant materials is more often a concern of the principals and coordinators than it is of the teachers--except for the mathematics teachers, two-thirds of whom found a lack of suitable materials to be a serious hindrance to effective use of audiovisual techniques. (See Table 0-13, Appendix A.) Perhaps this differential emphasis is related to the finding that principals and coordinators give a more central place to audiovisual techniques than do their teachers. The quality of materials, the integration of available materials into the curriculum, and the provision of relevant information to the teacher may well be critical concerns to the principal or coordinator who is trying to encourage the use of audiovisual techniques for direct instruction in many fields.

The immediate relevance of a film or filmstrip may be a less serious concern to a teacher who uses audiovisual materials for occasional supplemental enrichment. Or perhaps the teachers were so acutely aware of the mounting pressures on their time, the disruptions which occur when scheduling goes awry, or the problems involved in trying to use films in a classroom which cannot be darkened easily that these complaints overshadowed all others. Whatever the reasons for the teachers to consider problems of time, classroom facilities, and scheduling as the most serious hindrances to audiovisual use, there is little variation in the relative importance of all twelve problems across grades in the elementary schools or across "high" and "low" use subjects in the secondary schools, with the already noted exception of the mathematics teacher.

Future Plans for Media Use

In 1962 there was high incidence but low frequency of use of audiovisual techniques for classroom teaching in most subject areas. Would we expect this pattern of occasional supplemental use to continue or change in the foreseeable future?

An analysis of the plans of superintendents and principals are probably the most critical for predicting future acquiral of audiovisual resources. The superintendent recommends the purchase of equipment and materials to the School Board. The principal recommends the adoption of new techniques both to the superintendent and to his faculty. An analysis of the teachers' plans provides insights into how these resources will be used as the teacher has considerable freedom of choice as to whether or not he will employ these new techniques or materials.

Data on future plans for all types of respondents were reduced to a two-way break between those who did or did not plan to increase use of a medium. Anyone who said that he planned either to try a medium or to emphasize its use was considered to be planning to increase use of that material. Anyone who stated that he would continue his present level of use, did not plan to try a medium, or gave no indication of what his plans were was considered as desiring to maintain the status quo. Because their recommendations may lead to acquiring new equipment, the analysis of the plans of the superintendents, coordinators, and principals encompassed all twelve media, whether or not the school or district had them. Because a teacher cannot use what is not available, the analysis of teacher plans was limited to those items already in the school buildings, except for the teaching machine or programmed learning--a technique for which we had no 1962 inventory figures.

Superintendents, principals, and audiovisual coordinators were asked to project their plans or recommendations for a two year period (1961-1963 for superintendents, 1962-1964 for principals and coordinators). Teachers were asked their plans for the following semester. Although each type of respondent looked at audiovisual techniques from a somewhat different point of view and a different time perspective, comparison of these responses can give us a general idea of similarities and differences in opinions about the desirability of increasing the use of the various media studied. Plans for increased use are summarized in Table 27 and Tables 0-14 through 0-21, Appendix A. Percentage distributions of future plans for all media are given in Tables 0-22 through 0-28, Appendix A.

Increased use of audiovisual media most likely for language instruction.--If these educators translate their plans into actions, there should be a considerable increase in the use of language tapes in the next few years. It is clearly the superintendents' first choice for expansion; a choice seconded by both elementary and secondary principals and by a third of the language teachers. There should also be an increase in the number of overhead projectors, television sets, and tape recordings of all kinds in the secondary schools, although no more than one-third of the teachers in any grade or subject currently plan to increase their use of these items.

Principals and building coordinators were more interested in expanding the use of closed circuit television than were the superintendents except in districts with 12,000 or more pupils. Superintendents in smaller districts may well be reluctant to commit the large amounts of capital necessary for these installations. With this deterrant, we would expect school systems to continue to rely on open circuit broadcasts.

TABLE 27

PLANS FOR INCREASED USE OF AVAILABLE AUDIOVISUAL MEDIA PRINCIPALS, COORDINATORS AND TEACHERS FOR ELEMENTARY AND SECONDARY SCHOOLS

Medium	Superintendents	Per Cent of Respondents Who Plan To Increase Use[a]					
		Elementary Schools			Secondary Schools		
		Principals	Coordinators	Teachers	Principals	Coordinators	Teachers
Number of Respondents:	247	308	134	4166	209	157	6464
16 mm films	26	22	21	20	21	32	23
Filmstrips	37	38	40	27	38	48	24
Records	36	25	25	17	26	38	18
Broadcast TV	29	28	49	18[d]	37	62	18[d]
Radio	12	15	28	14	13	37	10
Opaque projector	38	37	50	26[d]	39	54	15[d]
Tapes, language	56	45	58	26[d]	58	54	26[c]
Tapes, general	36	33	58	26[d]	47	57	12
2x2 slides	-[b]	25	42	17	24	50	13
Overhead projector	44	33	63	30[d]	57	69	14[d]
Teaching machine	34	13	64	9	17	79	9
Closed circuit TV	13	26	66	-[b]	43	72	-[b]

[a] "Increase use" is defined as either planning to try a medium or to emphasize the use of a medium. Respondents who checked "continue present use," "no plan to try" or did not answer were considered as desiring to maintain the status quo.

[b] Superintendents were not asked about plans for 2x2 slides. Teachers were asked their plans for using "television programs" without specifying open or closed circuit.

[c] These percentages are based on plans of 1,646 language and English teachers only.

[d] As these teacher percentages were computed only for teachers in schools which had the item of equipment in the school building, the N's for these items are somewhat smaller than for the generally available equipment. See Tables 0-19 through 0-21, Appendix A for the actual number of teachers involved.

It is difficult to predict the future expansion of programmed learning. Sixty to 80 per cent of the coordinators recommended that use of these materials be increased; a third or more of the superintendents in all but the smallest districts planned to introduce them; however, both the principals and teachers in all district size categories and in all subject areas put increased use of programmed learning at the bottom of the list.

The greatest increase in new resources should take place in the largest districts (those enrolling 12,000 to 25,000 students). These superintendents were not only more interested in expanding the use of all types of audiovisual materials than either their counterparts in smaller districts or their own principals but had large enough enrollments to warrant the investment in a variety of media. There should be continued steady growth in both district level and individual school inventories of filmstrips, records, and opaque projectors in districts of all sizes. The leveling off of interest in 16 mm films and the relatively low emphasis placed on increased use of radio and 2 x 2 slides (except for the coordinators' recommendations) may indicate that educators at all levels feel that the use of these materials is approaching an optimum level.

Audiovisual coordinators recommend increased use of all media.--Building coordinators in both types of schools would like to see a greater emphasis on all types of media than either the administrators or the teachers are likely to produce in the near future. The greater interest among the coordinators is most notable for those media which, because of recency of development or expense, are now rarely used.

These findings indicate that the audiovisual coordinator takes his role of promoting the use of audiovisual techniques seriously. Remembering that 70 per cent of these building coordinators were also principals, assistant principals, or classroom teachers who may have been drafted for the job and who perform their audiovisual duties largely "after school," this dedication to the value of audiovisual instruction is both heartening and somewhat surprising.

Teachers more satisfied with present levels of use.--Even allowing for differences in the time interval over which the respondents were asked to project, it appears that the teachers are currently more often satisfied than either the principals or the coordinators with present levels of media use. The lower level of interest in increased use on the part of the teachers applied to generally available materials (filmstrips and records) as well as less commonly available media (television and programmed materials). There was close agreement among all three groups only for 16 mm films.

There is little variation in plans for the different media in the elementary school. Teachers at all grade levels expressed most interest in increasing the use of the overhead projector, an interesting development in view of the fact that the overhead has been primarily a secondary tool. There is more variation by subject specialty in the secondary schools. Science and mathematics teachers are most interested in the overhead projector; social studies teachers are most interested in television. Language teachers who now use tapes or records about equally intend to put more emphasis on tapes in the future. English teachers would rather increase their use of records. The advent of programmed materials seems to have aroused the most interest among mathematics teachers.

These variations in plans by subject are generally consistent with current patterns of use and emphasize the fact that certain materials are considered to be more suitable for some fields than others. Only the film and the filmstrip stand out as the "universal materials," accepted and used to some significant degree in all grade and subject areas.

Summary on Climate of Opinion

There was generalized verbal acceptance of audiovisual materials as part of the repertoire of instructional tools. Whatever his level of use or whatever problems he may have encountered in using these media effectively, no one wished to dispense with them.[19] However, not everyone was convinced that these techniques should be an integral part of the curriculum or that their use should be expanded in the future.

Although poor classroom set-up, lack of time to prepare materials, and inefficient scheduling were named as hindrances to effective use of audiovisual media by both teachers and administrators, the inability to get enough good materials seems to be a critical problem for the future of the field. Principals and building coordinators were particularly sensitive to this lack, citing it as a major problem in over half of the schools.

Administrative personnel wanted both to expand the use of present materials and to try new media, particularly in the field of language instruction. Teachers were generally more satisfied with present levels of use and less inclined to try newer techniques, with the possible exception of the use of the overhead projector in the elementary schools.

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[19] Cf. Samuel Cohen's appraisal of the acceptance of audiovisual techniques in Wantagh, New York, Audiovisual Instruction, January 1964, pp. 61-63.

V. AN APPRAISAL

What was the status of audiovisual education in 1962? Most of the teachers in the study were familiar with audiovisual techniques through college courses or in-service training. Once familiar with a piece of equipment, they found it easy to operate and they were interested enough in audiovisual instruction to suggest that their schools rent or buy equipment or materials. The schools were reasonably well supplied with the four basic items of equipment, and forty per cent of the secondary teachers taught in schools where all seven major items of equipment were available. Yet, the majority of the teachers did not use any material as often as once a week, nor did they plan to do so in the near future.

Technology had entered the schools as machinery, whether it had entered them as a way of thinking was questionable.[20] From the vantage point of this survey the audiovisual field appears to be closer to solving the technical problem of providing adequate equipment for the schools than it is to solving the technological problem of providing appropriate materials for each subject or grade level.

Need for a Range of Appropriate Materials

Throughout the analysis we have unfolded a story in which incidence and frequency of use, media preferences, satisfactions with sources of information and materials, and plans for future use differ with grade and subject specialization. There seems to be a central theme which runs somewhat as follows:

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[20] Cf. James D. Finn, "Technology and the Instruction Process." Audiovisual Communication Review, Vol. 8, No. 1, 1960, pp. 5-25.

Teachers in grades K-3 favored records, using them with relatively high frequency as either an integral part of their course work or as supplemental enrichment. Teachers in grades 4-6, who teach the greatest variety of subjects, used the greatest variety of media and used them more frequently than any other group in the study. Teachers in grades 7-9 preferred films; teachers who spanned several grade levels preferred records. These latter teachers were often specialists in music or physical education.

Science teachers used films on a fairly regular basis as an integral part of their course of instruction. Social studies teachers also used films, but less regularly and more often as supplementary information. Language teachers tended toward one extreme or the other; either they used no language tapes at all, or they used them intensively once a week or oftener. English teachers used records occasionally, but had not yet adopted a pattern of regular integrated use of any material. Mathematics teachers had only begun to experiment with audiovisual instruction.

Although the motion picture was still the primary audiovisual tool,[21] new materials were beginning to make their impact felt. Teachers who had never used films were using tapes and records to help them teach the spoken word. The current emphasis on transparencies and programmed texts designed for teaching mathematics may bring a similar upsurge of interest in instructional technology in that field. Already the mathematics teacher was the "second best customer" for the overhead projector, the instrument closest akin to his cherished blackboard. He also expressed the most interest in programmed learning, perhaps because of its logical structure.

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[21] Cf. the National Education Association study of "Audio-Visual Education in Urban School Districts, 1953-54." Research Bulletin, 33, October, 1955. In many ways media use and problems in their use have changed little since 1954.

The lesson is there.[22] A single all purpose tool, no matter how versatile, cannot fulfill every instructional requirement. The teacher is a subject matter specialist and his use and evaluation of audiovisual materials is a function of the development of his own specialty as well as that of the audiovisual field. He will respond to techniques and materials which further his instructional goals.

Need for Professional Services

We agreed with Cohen[23] that, in addition to appropriate materials, individual consultative professional service to the teacher is a primary need if audiovisual media are to become more than supplementary "aids" to the majority of the classroom teachers.

Science and social studies teachers, reasonably well acquainted with available materials, want information about new audiovisual developments in their fields. Language teachers can use help in preparing tapes and records. English and mathematics teachers, relative newcomers to the use of audiovisual media, seek advice on how these materials can be adapted to the teaching of their specialties. Teachers who teach one subject across several grade levels need help in planning for a variety of teaching situations. Teachers who teach several subjects at one grade level need to know how to use a wide range of materials effectively.

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[22] Ibid.

[23] Samuel Cohen, "The Import of the Wantagh Interviews and a Modest Proposal for Next Steps." Audiovisual Instruction, January, 1964, pp. 37-63.

Need for Involvement of All School Personnel

The teachers expressed their desires for expert advice on how to use audiovisual techniques effectively. They also expressed their own concerns, their doubts, and their suggestions about how best to use these techniques. Not only was the response to the survey very high, but 1800 of the respondents used the opportunity to share with us their spontaneous comments about the advantages and disadvantages of the use of audiovisual materials in teaching.

School system personnel at all levels have a vital role to play in audiovisual media if technology is to become part of the instructional process. Brickell concluded that district level administrative initiative was necessary for the introduction of educational innovations.[24] Kelley found that supervisory encouragement had a positive effect on teachers' attitudes toward the use of audiovisual materials.[25] Preliminary analysis of our sample of schools as operating units suggests that the principal plays a strategic role in transmitting these innovations and encouragements to the teacher. The building coordinator can make an important contribution toward closing the gap between teacher acceptance and utilization of audiovisual techniques if he can be relieved of some of his present clerical and custodial chores. Perhaps the technology he endorses can be used to lighten his programming burdens.

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[24] Henry M. Brickell, Organizing New York State for Educational Change. State Education Department, Albany, New York. December, 1961.

[25] Kelley, op. cit., pp. 119-121.

But in the last analysis the teacher is the critical link between the new technology and the learner in our system of education which values local autonomy even unto the individual classroom. He, too, must participate freely in the design, test, and evaluation of audiovisual materials if these materials are to join the instructor and the printed page as a full partner in the teaching and learning process.

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APPENDIX A

Series S (Tables S-1 through S-32) presents data on the audiovisual resources available in the schools.

Series T (Tables T-1 through T-51) presents data on the incident, frequency, and variety of teacher use of these resources.

Series O (Tables O-1 through O-28) presents data on the opinions of superintendents, principals, audiovisual coordinators, and teachers about the best use of audiovisual materials, problems encountered in their use, and future plans for media use.

Information for schools, superintendents, principals, and coordinators is presented by district size which is designated by a single code number rather than by the number of pupils enrolled in the district. The five enrollment size categories are coded as follows:

2	12,000 - 24,999 pupils
3	6,000 - 11,999 pupils
4	3,000 - 5,999 pupils
5	1,200 - 2,999 pupils
6,7,8	150 - 1,199 pupils

Information for teachers is presented by elementary grade or secondary subject taught.

Elementary teachers are grouped into four categories--kindergarten through third grade, fourth through sixth grade, seventh through ninth grade, and those teachers who teach across all six or eight grades. This latter group are usually specialists in art, music, physical education, or special education.

Secondary teachers are grouped into eight subject categories--science, mathematics, foreign language, English, social studies, fine arts (music and art), applied arts (industrial, home economics, and commercial education), and physical education and guidance.

All tables in which the titles start "Comparison of . . . " present only a part of a percentage distribution, or an index number. In these tables, the number of schools or respondents on which the analysis was based is shown at the head of the column of figures.

All other tables present a complete percentage distribution for each row of the table. Here, the base numbers on which the percentages were computed are given in the second column of the table.

TABLE I-1

COMPARISON OF POSSIBLE AND ACTUAL RESPONSE - ALL RESPONDENTS GROUPED BY TYPE OF SCHOOL

Type of Respondent	Distribution of Returns		
	Number of Possible Respondents	Number of Returns	Per Cent Returns
Total			
Superintendents	253	247[a]	97.6
Principals	601	572	95.2
AV Coordinators	369	299[b]	81.0
Teachers	13,087	11,531	88.1
Elementary Schools			
Principals	325	308	94.8
AV Coordinators	162	114	70.4
Teachers	4,591	4,166	90.7
Secondary Schools			
Principals	215	209	97.2
AV Coordinators	166	153	92.2
Teachers	7,472	6,464	86.5
Negro Schools			
Principals	33	31	93.9
AV Coordinators	25	20	80.0
Teachers	549	496	90.3
Combined Schools			
Principals	28	24	85.7
AV Coordinators	16	12	75.0
Teachers	475	405	85.3

[a] Although all 253 district superintendents had participated in the 1961 survey, only superintendent responses from the 247 districts who participated in the 1962 survey were used for this report.

[b] In addition to these teacher coordinators, 27 principals (20 from elementary schools, 4 from secondary schools, 2 from Negro schools, and 1 from a combined school) completed audiovisual as well as principal questionnaires.

TABLE S-1

COMBINATIONS OF SCHOOL - BASED EQUIPMENT
ELEMENTARY SCHOOLS FOR ALL DISTRICT SIZES

Equipment Combination in School	Per Cent of Schools Reporting Equipment Combination in Each Size Category				
	2	3	4	5	6, 7, 8
Number of Schools:	40	68	70	70	60
Basic three only	5.0	8.8	17.1	4.3	15.0
Basic four only	12.5	10.3	5.7	10.0	13.3
Basic four and opaque	20.0	19.1	15.7	24.3	25.0
Basic four and TV	5.0	8.8	7.1	10.0	1.7
Basic four and overhead	2.5	2.9	1.4	1.4	3.3
Basic four, opaque and TV	20.0	16.2	28.6	14.3	13.3
Basic four, opaque and overhead	12.5	13.2	4.3	2.8	5.0
Basic four, TV and overhead	5.0	-	-	1.4	1.7
All seven media	7.5	4.4	4.3	10.0	6.7
All other combinations	10.0	16.3	15.8	21.5	15.0

TABLE S-2

COMBINATIONS OF SCHOOL - BASED EQUIPMENT SECONDARY SCHOOLS FOR ALL DISTRICT SIZES

Equipment Combination in School	Per Cent of Schools Reporting Equipment Combination in Each Size Category				
	2	3	4	5	6,7,8
Number of Schools:	25	33	47	58	46
Basic three[a] only	-	-	-	-	2.2
Basic four[a] only	-	6.1	8.5	6.9	28.3
Basic four and opaque	8.0	15.2	10.6	10.3	13.0
Basic four and TV	8.0	3.0	-	5.2	2.2
Basic four and overhead	4.0	3.0	4.2	5.2	4.3
Basic four, opaque and TV	-	21.2	14.9	22.4	15.2
Basic four, opaque and overhead	24.0	18.2	29.8	19.0	10.9
Basic four, TV and overhead	8.0	3.0	4.2	-	-
All seven media	44.0	27.3	27.6	25.9	17.4
All other combinations	4.0	3.0	0.2	5.1	6.5

[a] The basic three media are the record player, 16 mm projector, and the slide-filmstrip projector. The tape recorder is added to make the basic four.

TABLE S-3

SIZE OF EQUIPMENT INVENTORY - ELEMENTARY SCHOOLS FOR ALL DISTRICT SIZES
(N=308)

Type of Equipment	Per Cent of Schools Reporting						
	None	1	2	3	4	5-9	10+
Record player	1.9	8.1	10.1	9.7	9.7	29.5[a]	29.2
Slide-filmstrip projector	4.9	44.2	22.7	14.6	6.8	5.5	-
16 mm projector	5.5	63.6	22.4	4.5	1.6	1.0	-
Tape recorder	23.7	54.2	14.0	4.2	1.6	1.6	-
Radio	25.6	39.9	18.2	3.6	3.6	5.2	2.6
Opaque projector	39.3	56.5	3.9	-	-	-	-
Television set	59.7	22.7	7.1	4.2	1.9	3.2	0.3
Overhead projector	80.2	17.8	1.6	-	-	-	-

TABLE S-4

SIZE OF EQUIPMENT INVENTORY - SECONDARY SCHOOLS FOR ALL DISTRICT SIZES
(N=209)

Type of Equipment	Per Cent of Schools Reporting						
	None	1	2	3	4	5-9	10+
Record player	0.5	12.4	21.5	21.1	12.4	22.6[a]	6.7
Slide-filmstrip projector	1.9	18.2	31.6	15.3	12.0	15.3	2.9
16 mm projector	-	20.1	29.7	17.7	11.5	16.2	1.9
Tape recorder	1.0	17.7	31.1	19.1	12.0	11.8	4.5
Radio	23.4	43.5	19.1	6.2	2.4	1.0	1.9
Opaque projector	24.4	56.9	12.4	3.8	0.5	-	-
Television set	48.3	35.9	8.6	1.9	1.9	1.0	0.9
Overhead projector	44.5	39.7	10.1	2.9	1.9	-	-

[a] The percentages across the rows do not add to 100 per cent because a few principals failed to specify the amount of equipment in their schools.

TABLE S-5

NUMBER OF TEACHERS PER UNIT OF SCHOOL - BASED EQUIPMENT ELEMENTARY SCHOOLS - BY SIZE OF SCHOOL

Type of Equipment	Number of Teachers Per Unit of Equipment in Each School Size[a] Category			
	Large	Medium	Small	Very Small
Number of Schools in Category:[b]	15	51	142	100
Record player	3.0	1.8	1.5	1.9
Slide-filmstrip projector	3.5	2.9	1.9	1.2
16 mm projector	18.7	12.6	11.0	7.3
Tape recorder	16.7	13.5	6.7	6.5
Radio	25.4	6.7	6.4	3.9
Opaque projector	32.3	22.4	14.5	7.2
Television set	(9.4)[c]	10.6	8.0	5.0
Overhead projector	37.5	22.8	14.2	(7.0)[d]

[a] School size is categorized by the number of teachers in the school. The code is:
Large - 31-50 teachers
Medium - 21-30 teachers
Small - 11-20 teachers
Very small - 1-10 teachers
There were no elementary schools with more than 50 teachers in the sample.

[b] As these ratios were computed only for those schools which had the equipment, the number of schools involved varies for each entry in the table. Unless otherwise noted, all cells contain 10 or more schools.

[c] Ratio computed with 5 schools.

[d] Ratio computed with 4 schools.

TABLE S-6

NUMBER OF TEACHERS PER UNIT OF SCHOOL BASED EQUIPMENT SECONDARY SCHOOLS - BY SIZE OF SCHOOL

Type of Equipment	Number of Teachers Per Unit of Equipment in Each School Size[a] Category				
	Very Large	Large	Medium	Small	Very Small
Number of Schools in Category:[b]	44	63	36	51	15
Record player	10.5	10.4	8.1	5.2	4.6
Slide-filmstrip projector	13.1	13.2	12.2	7.8	3.6
16 mm projector	12.8	12.9	10.2	8.5	6.4
Tape recorder	11.2	13.5	10.1	8.1	6.7
Radio	33.0	15.4	17.1	11.4	7.3
Opaque projector	44.8	31.8	24.0	14.6	(7.8)[c]
Television set	25.5	27.2	13.4	13.5	(10.0)[d]
Overhead projector	44.9	30.1	21.0	14.6	(7.5)[e]

[a] School size is categorized by the number of teachers in the school. The code is:

Very large - 51-150 teachers
Large - 31- 50 teachers
Medium - 21- 30 teachers
Small - 11- 20 teachers
Very small - 1- 10 teachers

[b] As these ratios were computed only for those schools which had the equipment, the number of schools involved varies for each entry in the table. Unless otherwise noted, all cells contain 10 or more schools.

[c] Ratio computed with 4 schools

[d] Ratio computed with 1 school

[e] Ratio computed with 2 schools

TABLE S-7

COMPARISON OF NUMBER OF TEACHERS PER UNIT OF SCHOOL - BASED EQUIPMENT ELEMENTARY SCHOOLS FOR ALL DISTRICT SIZES

Type of Equipment	Number of Teachers Per Unit of Equipment in Each District Size Category				
	2	3	4	5	6,7,8
Number of Schools in Category:[a]	40	68	70	70	60
Record player	2.0	1.7	1.9	2.1	2.5
Slide-filmstrip projector	8.4	7.3	7.6	8.6	7.0
16 mm projector	11.6	10.3	12.3	11.6	9.3
Tape recorder	11.2	10.8	12.0	12.0	12.7
Radio	5.4	7.8	5.7	7.2	8.3
Opaque projector	16.2	16.6	16.3	16.3	13.4
Television set	7.1	7.0	10.4	8.2	10.1
Overhead projector	16.5	19.0	(15.1)[b]	22.6	15.4

[a] As these ratios were computed only for those schools which had the equipment, the number of schools involved varies for each entry in the table. Unless otherwise noted, all cases contain 10 or more schools.

[b] Ratio computed with 8 schools.

TABLE S-8

COMPARISON OF NUMBER OF TEACHERS PER UNIT OF SCHOOL - BASED EQUIPMENT SECONDARY SCHOOLS FOR ALL DISTRICT SIZES

Type of Equipment	Number of Teachers Per Unit of Equipment in Each District Size Category				
	2	3	4	5	6,7,8
Number of Schools in Category:[a]	25	33	47	58	46
Record player	9.1	11.4	9.7	8.6	5.7
Slide-filmstrip projector	14.2	12.6	12.5	10.3	8.8
16 mm projector	11.7	13.9	13.6	10.2	8.5
Tape recorder	11.8	14.4	10.9	10.8	7.6
Radio	24.8	35.0	23.5	11.2	11.3
Opaque projector	41.7	39.4	32.5	24.7	16.5
Television set	26.1	17.0	41.4	18.5	17.9
Overhead projector	39.9	38.5	34.8	24.0	14.5

[a] As these ratios were computed only for those schools which had the equipment, the number of schools involved varies for each entry in the table. Unless otherwise noted, all cells contain 10 or more schools.

TABLE S-9

COMPARISON OF FACILITIES AVAILABLE IN INDIVIDUAL SCHOOLS ELEMENTARY SCHOOLS FOR ALL DISTRICT SIZES

Type of Facility	Per Cent of Schools with Facility in Each Size Category				
	2	3	4	5	6,7,8
Number of Schools:	40	68	70	70	60
Tape recorder	67.5	48.5	31.4	38.6	36.7
Darkroom	7.5	4.4	5.7	10.0	11.7
35 mm still cameras	15.0	20.6	8.6	7.1	3.3
Display-making	17.5	13.2	11.4	12.9	8.3
Motion picture camera	5.0	7.4	7.1	7.1	5.0
Transparency-making	15.0	8.8	4.3	8.6	10.0
Language laboratory	-	-	-	1.4	-
Listening station	5.0	7.3	1.4	-	5.0
No special facilities	25.0	48.5	62.9	64.3	68.3

TABLE S-10

COMPARISON OF FACILITIES AVAILABLE IN INDIVIDUAL SCHOOLS SECONDARY SCHOOLS FOR ALL DISTRICT SIZES

Type of Facility	Per Cent of Schools with Facility in Each Size Category				
	2	3	4	5	6,7,8
Number of Schools:	25	33	47	58	46
Tape recorder	56.0	69.7	80.8	65.5	52.2
Darkroom	44.0	48.5	68.1	67.2	34.8
35 mm still cameras	32.0	45.4	31.9	37.9	17.4
Display-making	16.0	27.3	34.0	31.0	13.0
Motion picture camera	28.0	27.3	46.8	44.8	26.1
Transparency-making	16.0	24.2	44.7	37.9	17.4
Language laboratory	28.0	21.2	34.0	27.6	4.3
Listening station	44.0	39.4	53.1	44.8	28.2
No special facilities	24.0	18.2	8.5	19.0	28.2

TABLE S-11

COMPARISON OF HINDRANCES FOR USE OF AUDIOVISUAL MEDIA IN THE CLASSROOM - ELEMENTARY SCHOOLS

(Hindrances listed in order of over-all rank)

Type of Hindrance	Per Cent of Schools Reporting Hindrance				
	2	3	4	5	6,7,8
Number of Schools:	40	68	70	70	60
Lack of darkening drapes	55.0	60.3	60.0	58.6	81.7
Inadequate ventilation	12.5	19.1	18.6	10.0	26.7
Glass block walls	15.0	10.3	18.6	15.7	15.0
Lack of electric outlets	11.8	17.6	7.1	11.4	18.3
Poor television reception	2.5	8.8	14.3	21.4	11.7
Poor acoustics	5.0	5.9	10.0	14.3	13.3
Noise interference	12.5	10.3	8.6	2.8	18.3
Poor radio reception	5.0	2.9	11.4	8.6	15.0
Equipment interference	5.0	5.9	4.3	8.6	13.3

TABLE S-12

COMPARISON OF HINDRANCES FOR USE OF AUDIOVISUAL MEDIA IN THE CLASSROOM - SECONDARY SCHOOLS

(Hindrances listed in order of over-all rank)

Type of Hindrance	Per Cent of Schools Reporting Hindrance				
	2	3	4	5	6,7,8
Number of Schools:	25	33	47	58	46
Lack of darkening drapes	64.0	72.7	68.1	67.2	73.9
Inadequate ventilation	36.0	12.1	19.1	19.0	17.4
Poor acoustics	24.0	18.2	21.3	12.1	26.1
Poor television reception	12.0	12.1	14.9	15.5	32.6
Lack of electric outlets	20.0	24.2	19.1	10.3	19.6
Noise interference	16.0	30.3	17.0	10.3	19.6
Glass block walls	4.0	15.2	17.0	12.1	19.6
Equipment interference	16.0	6.1	4.2	10.3	6.5
Poor radio reception	8.0	3.0	4.2	3.4	19.6

TABLE S-13

SOURCE OF FILMS - ELEMENTARY SCHOOLS BY SIZE OF DISTRICT

Size of District	Number of Schools	Per Cent of Films Received From Each Source			
		School District	Other Educational Sources	Business Sources	No Source Given
Total	308	28.6	47.3	20.0	4.1
2	40	73.9	15.3	10.8	-
3	68	47.8	32.1	15.9	4.2
4	70	25.8	57.3	12.6	4.3
5	70	9.9	59.9	24.6	6.6
6,7,8	60	1.8	59.4	33.8	5.0

TABLE S-14

SOURCE OF FILMS - SECONDARY SCHOOLS BY SIZE OF DISTRICT

Size of District	Number of Schools	Per Cent of Films Received From Each Source			
		School District	Other Educational Sources	Business Sources	No Source Given
Total	209	9.3	55.1	33.6	2.0
2	25	29.9	43.0	27.1	-
3	33	11.3	50.4	29.3	9.0
4	47	8.5	59.9	29.5	2.1
5	58	7.1	59.6	33.3	-
6,7,8	46	0.3	54.5	45.2	-

TABLE S-15

COMPARISON OF INCIDENCE OF SCHOOL - BASED MATERIALS ELEMENTARY SCHOOLS FOR ALL DISTRICT SIZES

Type of Material	Per Cent of Schools Reporting Material in Each Size Category				
	2	3	4	5	6,7,8
Number of Schools:	40	68	70	70	60
Filmstrips	52.5	69.1	68.6	60.0	78.3
Records	72.5	80.9	84.3	77.1	80.0
Tape recordings	25.0	32.4	20.0	25.7	23.3
2x2 slides	17.5	17.6	12.9	18.6	21.7

TABLE S-16

COMPARISON OF INCIDENCE OF SCHOOL - BASED MATERIALS SECONDARY SCHOOLS FOR ALL DISTRICT SIZES

Type of Material	Per Cent of Schools Reporting Material in Each Size Category				
	2	3	4	5	6,7,8
Number of Schools:	25	33	47	58	46
Filmstrips	56.0	78.8	74.5	77.6	73.9
Records	68.0	81.8	74.5	67.2	69.6
Tape recordings	56.0	57.6	59.6	51.7	47.8
2x2 slides	36.0	42.4	31.9	25.9	23.9

TABLE S-17

SIZE OF MATERIALS COLLECTIONS - ELEMENTARY SCHOOLS FOR ALL DISTRICT SIZES
(N=308)

Type of Material	Per Cent of Schools Reporting					
	0	1-9	10-49	50-99	100+[a]	Unknown
Filmstrips	31.5	16.2	10.7	9.4	30.5	1.6
Records	19.8	1.3	15.6	20.1	40.6	2.6
Tape recordings	74.4	11.5	10.5	1.0	1.6	1.0
2x2 slides	81.9	0.6	5.6	4.9	6.2	-

[a] Thirteen schools reported 500-1,500 filmstrips; 4 schools reported 500-999 records; no schools had over 500 tapes or 2x2 slides.

TABLE S-18

SIZE OF MATERIALS COLLECTIONS - SECONDARY SCHOOLS FOR ALL DISTRICT SIZES
(N=209)

Type of Material	Per Cent of Schools Reporting					
	0	1-9	10-49	50-99	100+[a]	Unknown
Filmstrips	25.8	13.9	11.5	10.5	34.4	3.8
Records	26.8	2.9	29.7	13.9	22.5	4.3
Tape recordings	43.1	8.1	28.2	7.2	8.6	4.8
2x2 slides	65.1	0.5	6.2	5.3	18.2	4.8

[a] Twelve schools reported 500-2,000 filmstrips; 8 schools reported 500-2,400 records; 1 school had over 500 tapes; 4 schools reported 500-1,500 2x2 slides.

Table S-19

COMPARISON OF FACULTY, STUDENTS, PTA PARTICIPATION IN AV PROGRAM ELEMENTARY SCHOOLS FOR ALL DISTRICT SIZES

Type of Participation	Per Cent of Schools Reporting Participation in Each Size Category				
	2	3	4	5	6,7,8
Number of Schools:	40	68	70	70	60
AV faculty committee	40.0	37.3	32.8	31.4	15.0
Student assistants	70.0	57.4	54.3	55.7	68.3
PTA contributions	47.5	60.3	58.6	57.1	38.3

Table S-20

COMPARISON OF FACULTY, STUDENTS, PTA PARTICIPATION IN AV PROGRAM SECONDARY SCHOOLS FOR ALL DISTRICT SIZES

Type of Participation	Per Cent of Schools Reporting Participation in Each Size Category				
	2	3	4	5	6,7,8
Number of Schools:	25	33	47	58	46
AV faculty committee	44.0	42.4	17.0	17.2	8.7
Student assistants	88.0	93.9	91.5	81.0	78.2
PTA contributions	4.0	39.4	12.8	31.0	17.4

Table S-21

PRINCIPAL JOB OF AUDIOVISUAL COORDINATOR - ELEMENTARY SCHOOLS BY SIZE OF DISTRICT

Size of District	Number of Schools	Per Cent of Schools with Coordinator in Each Job Category				
		Principal, Assistant Principal	Librarian	Other Adminis-trative	Class-room Teacher	No Coor-dinator
Total	308	40.9	5.5	13.0	28.5	12.1
2	40	30.0	7.5	12.5	47.5	2.5
3	68	35.3	13.2	4.4	33.9	13.2
4	70	44.2	1.4	21.4	21.6	11.4
5	70	44.2	4.3	15.7	20.1	15.7
6,7,8	60	46.6	1.7	10.0	28.4	13.3

Table S-22

PRINCIPAL JOB OF AUDIOVISUAL COORDINATOR - SECONDARY SCHOOLS BY SIZE OF DISTRICT

Size of District	Number of Schools	Per Cent of Schools with Coordinator in Each Job Category				
		Principal, Assistant Principal	Librarian	Other Adminis-trative	Class-room Teacher	No Coor-dinator
Total	209	21.1	13.4	10.0	46.8	8.7
2	25	20.0	24.0	8.0	36.0	12.0
3	33	18.2	15.1	12.2	48.4	6.1
4	47	17.0	17.0	14.9	49.0	2.1
5	58	15.5	10.4	13.8	56.9	3.4
6,7,8	46	34.8	6.5	-	36.9	21.8

TABLE S-23

COMPARISON OF MOST IMPORTANT SERVICES AV COORDINATORS PERFORM ELEMENTARY AV COORDINATORS FOR ALL DISTRICT SIZES

(Services listed in order of over-all rank)

Type of Service	Per Cent of AV Coordinators Who Perform Service in Each Size Category[a]				
	2	3	4	5	6,7,8
Number of Coordinators:	26	34	27	24	23
Ordering and scheduling media	76.9	73.5	70.4	83.3	69.6
Teaching operation of equipment	46.2	58.8	51.9	37.5	56.5
Suggesting appropriate materials	34.6	47.1	48.1	45.8	34.8
Providing data on new materials	57.7	32.4	37.0	37.5	26.1
Classifying and storing materials	19.2	26.5	29.6	33.3	34.8
Maintaining equipment	23.1	20.6	7.4	37.5	39.1
Suggesting new uses for materials	26.9	26.5	40.7	16.7	26.1
Preparing specialized materials	3.8	-	7.4	8.3	-

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[a] Each AV Coordinator was asked to check the three most important services he performed.

TABLE S-24

COMPARISON OF MOST IMPORTANT SERVICES AV COORDINATORS PERFORM SECONDARY AV COORDINATORS FOR ALL DISTRICT SIZES

(Services listed in order of over-all rank)

Type of Service	Per Cent of AV Coordinators Who Perform Service in Each Size Category[a]				
	2	3	4	5	6,7,8
Number of Coordinators:	21	29	41	43	23
Ordering and scheduling media	90.5	86.2	78.0	83.7	73.9
Maintaining equipment	33.3	44.8	53.7	46.5	43.5
Teaching operation of equipment	33.3	51.7	31.7	41.9	56.5
Providing data on new materials	47.6	34.5	34.1	32.6	30.4
Classifying and storing materials	42.9	27.6	26.8	25.6	34.8
Suggesting appropriate materials	9.5	24.1	36.6	34.9	30.4
Suggesting new uses for materials	33.3	24.1	19.5	20.9	26.8
Preparing specialized materials	-	3.4	4.9	2.3	4.3

[a] Each AV Coordinator was asked to check the three most important services he performed.

Table S-25

TYPE OF AUDIOVISUAL TRAINING - ELEMENTARY AV COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of AV Coordinators in Training Category			
		No Training	College Course Only	In-Service Training Only	College & In-Service Training
Total	134	17.2	32.1	16.4	34.3
2	26	11.5	42.3	23.2	23.0
3	34	17.6	38.3	11.7	32.4
4	27	18.5	26.0	18.5	37.0
5	24	25.0	16.7	20.9	37.4
6,7,8	23	13.0	34.8	8.7	43.5

Table S-26

TYPE OF AUDIOVISUAL TRAINING - SECONDARY AV COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of AV Coordinators in Training Category			
		No Training	College Course Only	In-Service Training Only	College & In-Service Training
Total	157	20.4	45.9	7.6	26.1
2	21	28.6	47.6	-	23.8
3	29	20.7	44.8	13.8	20.7
4	41	22.0	36.6	7.3	34.1
5	43	16.3	51.0	7.0	25.7
6,7,8	23	17.4	52.1	8.7	21.8

Table S-27

AMOUNT OF TIME PER WEEK SPENT ON AUDIOVISUAL DUTIES ELEMENTARY AV COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of Coordinators in Category			
		Up to 1/4 Time	1/4 to 1/2 Time	More than 1/2 Time	Full Time
Total	134	87.3	7.5	1.5	3.7
2	26	92.3	7.7	-	-
3	34	91.2	5.9	-	2.9
4	27	77.8	3.7	3.7	14.8
5	24	83.3	12.5	4.2	-
6,7,8	23	91.3	8.7	-	-

Table S-28

AMOUNT OF TIME PER WEEK SPENT ON AUDIOVISUAL DUTIES SECONDARY AV COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of Coordinators in Category			
		Up to 1/4 Time	1/4 to 1/2 Time	More than 1/2 Time	Full Time
Total	157	75.1	15.9	4.5	4.5
2	21	76.2	23.8	-	-
3	29	75.8	13.8	6.9	3.5
4	41	68.2	17.1	4.9	9.8
5	43	69.8	18.6	7.0	4.6
6,7,8	23	95.7	4.3	-	-

Table S-29

RELATIVE IMPORTANCE OF AUDIOVISUAL DUTIES - ELEMENTARY AV COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of Coordinators Reporting AV Duties As		
		Major Assignment	Secondary Assignment	Incidental Duty
Total	134	9.7	40.3	50.0
2	26	3.8	57.8	38.4
3	34	8.8	38.3	52.9
4	27	18.6	29.6	51.8
5	24	16.6	29.2	54.2
6,7,8	23	-	47.8	52.2

Table S-30

RELATIVE IMPORTANCE OF AUDIOVISUAL DUTIES - SECONDARY AV COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of Coordinators Reporting AV Duties As		
		Major Assignment	Secondary Assignment	Incidental Duty
Total	157	12.7	51.0	36.3
2	21	4.7	81.0	14.3
3	29	10.3	51.7	38.0
4	41	21.9	41.5	36.6
5	43	16.3	51.1	32.6
6,7,8	23	-	39.1	60.9

TABLE S-31

PREFERENCE FOR AV DUTIES OVER OTHER NONTEACHING DUTIES ELEMENTARY COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of AV Coordinators Who Express: High Preference for AV	Preference for AV	Preference for Other Duties
Total	134	33.6	29.1	37.3
2	26	34.5	30.9	34.6
3	34	29.4	41.2	29.4
4	27	40.7	18.6	40.7
5	24	33.3	25.0	41.7
6,7,8	23	30.3	30.6	39.1

TABLE S-32

PREFERENCE FOR AV DUTIES OVER OTHER NONTEACHING DUTIES SECONDARY COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of AV Coordinators Who Express: High Preference for AV	Preference for AV	Preference for Other Duties
Total	157	31.8	33.2	35.0
2	21	14.3	33.3	52.4
3	29	30.9	35.1	34.0
4	41	21.9	41.5	36.6
5	43	41.9	36.0	22.1
6,7,8	23	47.9	13.0	39.1

TABLE T-1

COMPARISON OF USE OF ANY AUDIOVISUAL MEDIA - ELEMENTARY TEACHERS FOR GRADE TAUGHT AND SCHOOL SIZE

Grade Taught	Per Cent of Teachers in Each School Size[a] Who Used Any Medium			
	Large	Medium	Small	Very Small
Total Number of Teachers[b]	506	1130	1,968	562
Mean Use	91.3	93.7	95.3	93.2
4-6	93.2	95.5	95.5	97.4
K-3	91.3	93.7	95.3	94.1
7-9	87.7	93.4	91.5	65.9
1-6, 1-8	81.4	80.0	91.4	100.0[c]

[a] School size is categorized by the number of teachers in the school. The code is: Very large = 51-150 teachers, Large = 31-50 teachers, Medium = 21-30 teachers, Small = 11-20 teachers, Very Small = 1-10 teachers. There were no elementary schools with more than 50 teachers in the sample.

[b] As these per cents were computed only for those schools which had the equipment, the number of teachers involved varies for each entry in the table. Unless otherwise noted, all cells contain 30 or more teachers.

[c] Per cent based on 20 teachers.

TABLE T-2

COMPARISON OF USE OF ANY AUDIOVISUAL MEDIA - SECONDARY TEACHERS FOR SUBJECT TAUGHT AND SCHOOL SIZE

Subject Taught	Per Cent of Teachers in Each School Size[a] Who Used Any Medium			
	Very Large	Large	Medium	Small
Total Number of Teachers[b]	2778	2126	804	661
Mean Use	81.9	79.7	81.7	82.8
Science	94.2	94.6	97.8	93.7
Social Studies	92.3	90.7	91.8	89.1
Fine Arts	93.8	89.4	84.1	91.4
Language	92.7	84.9	75.0	93.8
English	88.6	81.8	81.5	81.5
Applied Arts	82.4	82.2	83.9	86.0
P.E., Guidance	74.2	74.9	74.3	77.8
Mathematics	37.8	42.3	62.4	57.3

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[a] School size is categorized by the number of teachers in the school. The code is: Very Large = 51-150 teachers, Large = 31-50 teachers, Medium = 21-30 teachers, Small = 11-20 teachers, Very Small = 1-10 teachers. There were too few subject specialists in the very small schools to permit this type of analysis.

[b] As these per cents were computed only for those schools which had the equipment, the number of teachers involved varies for each entry in the table. Unless otherwise noted, all cells contain 30 or more teachers.

TABLE T-3

COMPARISON OF USE OF ANY AUDIOVISUAL MEDIA - ELEMENTARY TEACHERS FOR GRADE TAUGHT AND DISTRICT SIZE

Grade Taught	Per Cent of Teachers in Each District Size Category Who Used Any Medium				
	2	3	4	5	6,7,8
Total Number of Teachers:[a]	654	959	890	951	712
Mean Use	95.2	94.9	95.4	94.4	90.0
4-6	98.4	96.0	95.1	96.9	92.7
K-3	93.9	94.9	89.0	88.4	90.7
7-9	93.1[b]	91.4	88.0[c]	85.1	84.2
1-6, 1-8	83.3	82.6[d]	89.4	90.0	80.5

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[a] As these per cents were computed only for those schools which had the equipment, the number of teachers involved varies for each entry in the table. Unless otherwise noted, all cells contain 30 or more teachers.

[b] Ratio computed with 29 teachers.

[c] Ratio computed with 25 teachers.

[d] Ratio computed with 23 teachers.

TABLE T-4

COMPARISON OF USE OF ANY AUDIOVISUAL MEDIA - SECONDARY TEACHERS FOR SUBJECT TAUGHT AND DISTRICT SIZE

Subject Taught	Per Cent of Teachers in Each District Size Category Who Used Any Medium				
	2	3	4	5	6,7,8
Total Number of Teachers:	1199	1383	1843	1466	573
Mean Use	80.7	81.3	82.3	79.0	82.9
Science	92.6	94.7	94.7	97.6	93.2
Social Studies	90.1	92.5	91.1	89.9	94.1
Fine Arts	90.8	91.8	94.4	83.2	95.0
Language	88.0	90.7	86.7	90.6	87.5
English	84.3	86.6	86.2	82.7	77.8
Applied Arts	80.2	80.5	86.5	82.2	80.8
P.E., Guidance	78.3	76.5	77.1	65.2	86.0
Mathematics	46.0	46.4	41.6	42.7	59.0

[a] As these per cents were computed only for those schools which had the equipment, the number of teachers involved varies for each entry in the table. Unless otherwise noted, all cells contain 30 or more teachers.

Table T-5

USE OF 16 mm FILMS - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category — Number of Times Used in Semester: 0	1-5	6-9	10-19	20+
Total	4166	28.1	27.1	12.6	21.4	10.8
4-6	1567	20.5	26.6	13.8	25.5	13.6
K-3	2114	30.5	27.0	12.5	20.1	9.9
7-9	309	33.4	33.6	12.6	14.9	5.5
1-6, 1-8	176	55.7	21.0	3.9	12.0	7.4

Table T-6

USE OF 16 mm FILMS - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category — Number of Times Used in Semester: 0	1-5	6-9	10-19	20+
Total	6464	45.8	28.0	9.4	11.5	5.3
Science	735	17.3	26.8	15.4	24.5	16.0
Social Studies	894	24.9	32.2	15.9	18.8	8.2
Applied Arts	1274	39.2	28.9	11.9	13.6	6.4
P.E., Guidance	747	45.0	30.6	9.1	12.0	3.3
Fine Arts	406	52.2	30.6	7.9	6.1	3.2
English	1219	59.6	27.6	5.1	6.2	1.5
Language	427	63.7	28.1	3.3	3.4	1.5
Mathematics	762	75.2	17.6	3.3	3.2	0.7

Table T-7

USE OF FILMSTRIPS - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	4166	27.4	29.8	12.9	19.6	10.3
4-6	1567	24.3	28.7	12.6	21.6	12.8
K-3	2114	26.5	31.5	13.8	19.3	8.9
7-9	309	40.2	28.4	9.7	15.2	6.5
1-6, 1-8	176	42.8	21.0	11.9	13.5	10.8

Table T-8

USE OF FILMSTRIPS - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	6464	59.3	24.5	5.5	7.1	3.6
Science	735	38.1	30.4	10.9	13.2	7.4
Social Studies	894	44.5	33.2	6.0	12.2	4.0
Applied Arts	1274	53.1	25.4	7.8	9.0	4.7
P.E., Guidance	747	63.7	23.2	4.6	4.8	3.8
Languages	427	68.3	21.8	2.6	5.0	2.3
English	1219	68.6	22.4	3.0	3.8	2.2
Fine Arts	406	68.8	18.7	3.9	4.9	3.7
Mathematics	762	77.7	15.4	3.4	2.5	1.0

Table T-9

USE OF RECORDS - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	4166	24.1	18.6	8.7	19.7	28.9
K-3	2114	18.5	13.1	8.0	20.6	39.8
4-6	1567	24.7	25.7	10.7	20.8	18.1
1-6, 1-8	176	34.6	9.1	6.8	15.3	34.2
7-9	309	54.7	24.3	4.9	9.0	8.1

Table T-10

USE OF RECORDS - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	6464	62.6	22.2	3.9	5.7	5.6
Language	427	33.4	28.6	5.9	16.6	15.5
Fine Arts	406	35.5	16.0	6.9	12.4	29.2
English	1219	37.3	39.6	8.3	10.7	4.1
Social Studies	894	60.4	33.8	2.6	2.2	1.0
P.E., Guidance	747	70.4	12.8	3.5	5.0	8.3
Applied Arts	1274	71.4	17.1	3.1	4.1	4.3
Science	735	82.6	15.8	0.8	0.5	0.3
Mathematics	762	94.5	4.5	-	0.6	0.4

TABLE T-11

USE OF TELEVISION - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	1895[a]	43.2	30.5	4.0	9.8	12.5
4-6	718	28.5	34.1	4.0	12.1	21.3
7-9	99	50.6	43.4	4.0	1.0	1.0
K-3	970	51.1	27.6	4.0	9.5	7.8
1-6, 1-8	108	62.1	22.2	3.7	5.5	6.5

TABLE T-12

USE OF TELEVISION - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times used in Semester				
		0	1-5	6-9	10-19	20+
Total	3817[a]	80.9	16.3	0.9	1.3	0.6
Social Studies	523	64.4	29.6	1.3	3.2	1.5
Science	437	68.7	26.8	1.1	2.5	0.9
English	689	75.0	20.8	2.0	1.5	0.7
Fine Arts	252	83.3	13.9	0.8	2.0	-
P.E., Guidance	466	87.4	11.1	0.4	0.9	0.2
Foreign Language	283	88.6	9.5	0.4	1.1	0.4
Mathematics	445	90.8	8.1	0.2	0.2	0.7
Applied Arts	722	91.6	7.9	0.4	-	0.1

[a] This analysis was limited to teachers in schools which reported at least one television set in the school building.

Table T-13

USE OF RADIO - ELEMENTARY TEACHERS
BY GRADE TAUGHT
(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	4166	67.8	24.5	1.8	4.1	1.8
4-6	1567	58.8	30.9	2.2	6.5	1.6
7-9	309	68.0	27.8	1.0	2.2	1.0
K-3	2114	73.6	20.0	1.5	2.7	2.2
1-6, 1-8	176	84.0	10.4	2.8	1.7	1.1

Table T-14

USE OF RADIO - SECONDARY TEACHERS
BY SUBJECT TAUGHT
(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	6464	85.6	13.3	0.5	0.5	0.1
Social Studies	894	68.8	28.7	1.7	0.6	0.2
English	1219	80.9	17.3	0.7	0.8	0.3
Science	735	81.3	18.3	0.1	0.3	-
Fine Arts	406	89.0	9.1	1.2	0.7	-
Mathematics	762	91.9	7.5	0.1	0.5	-
Language	427	92.4	6.4	0.5	0.7	-
Applied Arts	1274	92.6	7.0	0.1	0.1	0.2
P.E., Guidance	747	92.8	6.4	0.3	0.4	0.1

TABLE T-15

USE OF OPAQUE PROJECTOR - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	2912[a]	68.2	23.4	3.2	3.5	1.7
4-6	1085	55.2	32.0	4.9	5.8	2.1
7-9	236	67.7	21.2	6.4	3.0	1.7
1-6, 1-8	133	71.6	18.0	3.7	4.5	2.2
K-3	1458	77.7	17.8	1.4	1.7	1.4

TABLE T-16

USE OF OPAQUE PROJECTOR - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	5189[a]	85.1	11.4	1.2	1.5	0.8
Science	591	76.3	18.3	1.0	2.9	1.5
Social Studies	708	80.7	16.2	0.7	1.3	1.1
English	970	82.6	13.0	2.0	1.6	0.8
Fine Arts	332	82.9	10.8	2.1	3.0	1.2
Applied Arts	1000	86.6	10.0	1.7	1.0	0.7
Foreign Language	358	90.5	7.0	0.8	1.4	0.3
P.E., Guidance	618	92.7	6.3	0.2	0.5	0.3
Mathematics	612	93.4	3.9	0.8	1.6	0.3

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[a] This analysis was limited to teachers in schools which reported at least one opaque projector available in the school building.

TABLE T-17

USE OF TAPE RECORDINGS (OTHER THAN LANGUAGE ARTS) - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	3481[a]	80.7	14.4	1.7	1.7	1.5
4-6	1290	75.2	19.5	2.2	1.5	1.6
1-6, 1-8	162	80.9	12.3	0.6	3.1	3.1
K-3	1773	84.2	11.1	1.5	1.8	1.4
7-9	256	84.3	12.5	0.4	1.6	1.2

[a] This analysis was limited to teachers in schools which reported at least one tape recorder available in the school building

TABLE T-18

USE OF TAPE RECORDINGS (OTHER THAN LANGUAGE ARTS) - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	6464	85.6	10.0	1.1	1.7	1.6
Fine Arts	406	58.1	17.0	4.9	10.1	9.9
Social Studies	894	78.0	19.3	0.7	1.6	0.4
English	1219	85.0	11.1	1.2	1.1	1.6
P.E., Guidance	747	87.9	8.2	0.9	1.6	1.4
Applied Arts	1274	88.4	7.4	0.9	1.2	2.1
Science	735	89.1	9.4	1.0	0.4	0.1
Language	427	90.7	5.8	0.7	1.6	1.2
Mathematics	762	97.4	2.2	-	0.4	-

TABLE T-19

USE OF TAPES FOR LANGUAGE ARTS - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	3481[a]	81.4	13.8	1.4	1.9	1.5
4-6	1290	73.3	19.1	1.9	3.2	2.5
7-9	256	83.5	12.5	2.0	1.2	0.8
1-6, 1-8	162	85.2	8.6	1.2	2.5	2.5
K-3	1773	86.7	10.5	1.0	1.1	0.7

[a] This analysis was limited to teachers in schools which reported at least one tape recorder in the school building

TABLE T-20

USE OF TAPES FOR LANGUAGE ARTS - SECONDARY TEACHERS FOR FOREIGN LANGUAGE AND ENGLISH ONLY

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	1646	67.6	13.1	2.9	5.7	10.7
Language	427	31.6	15.0	5.6	15.0	32.8
English	1219	80.3	12.4	1.9	2.5	2.9

Table T-21

USE OF 2x2 SLIDES - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	4166	83.6	14.3	1.3	0.6	0.2
4-6	1567	76.7	19.9	2.2	0.7	0.5
7-9	309	83.4	14.4	0.6	1.0	0.6
1-6, 1-8	176	88.1	8.5	2.8	0.6	-
K-3	2114	88.2	10.7	0.5	0.5	0.1

Table T-22

USE OF 2x2 SLIDES - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	6464	86.4	11.1	1.0	1.0	0.5
Language	427	73.2	22.0	2.3	1.6	0.9
Science	735	77.2	18.3	1.1	2.3	1.1
Fine Arts	406	80.7	11.6	2.0	3.7	2.0
Social Studies	894	81.5	16.0	1.3	0.9	0.3
English	1219	88.6	10.3	0.7	0.4	-
Applied Arts	1274	88.7	9.3	0.9	0.8	0.3
P.E., Guidance	747	94.9	4.4	0.3	0.3	0.1
Mathematics	762	97.1	2.2	0.3	0.3	0.1

TABLE T-23

USE OF OVERHEAD PROJECTOR - ELEMENTARY TEACHERS BY GRADE TAUGHT
(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	1044[a]	85.9	10.7	1.0	1.4	1.0
7-9	115	81.7	11.3	0.9	2.6	3.5
4-6	387	81.9	13.7	1.3	1.8	1.3
K-3	496	89.3	8.7	0.8	1.0	0.2
1-6, 1-8	46	91.3	6.5	2.2	-	-

TABLE T-24

USE OF OVERHEAD PROJECTOR - SECONDARY TEACHERS BY SUBJECT TAUGHT
(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category				
		Number of Times Used in Semester				
		0	1-5	6-9	10-19	20+
Total	4188[a]	89.3	6.6	0.8	1.5	1.8
Science	476	72.7	15.5	2.3	4.2	5.3
Mathematics	485	86.9	6.4	0.6	1.6	4.5
Social Studies	573	88.8	7.3	1.1	1.1	1.7
Fine Arts	270	90.4	6.3	0.7	1.9	0.7
English	785	91.6	6.4	0.5	1.0	0.5
Applied Arts	797	92.8	4.3	0.5	1.1	1.3
P.E., Guidance	494	93.3	4.9	0.4	1.0	0.4
Foreign Language	308	97.5	1.6	-	0.6	0.3

[a] This analysis was limited to teachers in schools which reported at least one overhead projector available in the school building.

Table T-25

COMPARISON OF MOST IMPORTANT SERVICES AV COORDINATORS PERFORM ELEMENTARY AV COORDINATORS FOR ALL DISTRICT SIZES

(Services listed in order of over-all rank)

Type of Service	Per Cent of AV Coordinators Who Perform Service in Each Size Category[a]				
	2	3	4	5	6,7,8
Number of Coordinators:	26	34	27	24	23
Ordering and scheduling media	76.9	73.5	70.4	83.3	69.6
Teaching operation of equipment	46.2	58.8	51.9	37.5	56.5
Suggesting appropriate materials	34.6	47.1	48.1	45.8	34.8
Providing data on new materials	57.7	32.4	37.0	37.5	26.1
Classifying and storing materials	19.2	26.5	29.6	33.3	34.8
Maintaining equipment	23.1	20.6	7.4	37.5	39.1
Suggesting new uses for materials	26.9	26.5	40.7	16.7	26.1
Preparing specialized materials	3.8	-	7.4	8.3	-

[a] Each AV Coordinator was asked to check the three most important services he performed.

Table T-26

COMPARISON OF MOST IMPORTANT SERVICES AV COORDINATORS PERFORM SECONDARY AV COORDINATORS FOR ALL DISTRICT SIZES

(Services listed in order of over-all rank)

Type of Service	Per Cent of AV Coordinators Who Perform Service in Each Size Category[a]				
	2	3	4	5	6,7,8
Number of Coordinators:	21	29	41	43	23
Ordering and scheduling media	90.5	86.2	78.0	83.7	73.9
Maintaining equipment	33.3	44.8	53.7	46.5	43.5
Teaching operation of equipment	33.3	51.7	31.7	41.9	56.5
Providing data on new materials	47.6	34.5	34.1	32.6	30.4
Classifying and storing materials	42.9	27.6	26.8	25.6	34.8
Suggesting appropriate materials	9.5	24.1	36.6	34.9	30.4
Suggesting new uses for materials	33.3	24.1	19.5	20.9	26.8
Preparing specialized materials	-	3.4	4.9	2.3	4.3

[a] Each AV Coordinator was asked to check the three most important services he performed.

Table T-27

COMPARISON OF MOST IMPORTANT SERVICES AV COORDINATOR MAY PERFORM ELEMENTARY PRINCIPALS FOR ALL DISTRICT SIZES

(Services listed in order of over-all rank)

Type of Service	Per Cent of Principals Who Say Service is Important in Each Size Category[a]				
	2	3	4	5	6,7,8
Number of Principals:	40	68	70	70	60
Ordering and scheduling media	52.5	50.0	50.0	51.4	76.7
Teaching operation of equipment	45.0	50.0	51.4	48.6	46.7
Providing data on new materials	67.5	54.4	47.1	41.4	33.3
Suggesting appropriate materials	30.0	32.4	45.7	27.1	30.0
Suggesting new uses for materials	42.5	32.4	27.1	34.3	23.3
Maintaining equipment	25.0	26.5	21.4	42.9	28.3
Classifying and storing materials	25.0	22.1	20.0	18.6	33.3
Preparing specialized materials	7.5	10.3	14.3	7.1	8.3

[a] Each principal was asked to check the three most important services for his school.

Table T-28

COMPARISON OF MOST IMPORTANT SERVICES AV COORDINATOR MAY PERFORM SECONDARY PRINCIPALS FOR ALL DISTRICT SIZES

(Services listed in order of over-all rank)

Type of Service	Per Cent of Principals Who Say Service is Important in Each Size Category[a]				
	2	3	4	5	6,7,8
Number of Principals:	25	33	47	58	46
Ordering and scheduling media	76.0	69.7	76.6	74.1	65.2
Providing data on new materials	68.0	36.4	48.9	48.3	50.0
Teaching operation of equipment	44.0	48.5	48.9	51.7	45.7
Suggesting appropriate materials	28.0	33.3	38.3	25.9	34.8
Maintaining equipment	12.0	48.5	27.7	36.2	23.9
Suggesting new uses for materials	36.0	18.2	21.3	24.1	28.3
Classifying and storing materials	20.0	33.3	23.4	22.4	13.0
Preparing specialized materials	16.0	6.1	10.6	6.9	4.3

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[a] Each principal was asked to check the three most important services for his school.

TABLE T-29

COMPARISON OF MOST IMPORTANT AV SERVICES NEEDED ELEMENTARY TEACHERS FOR ALL GRADE LEVELS
(Services listed in order of over-all rank)

Type of Service	Per Cent of Teachers Who Need Service[a]			
	K-3	4-6	7-9	1-6, 1-8
Number of Teachers:	2114	1567	309	176
Providing data on new materials	23.5	23.0	22.6	24.4
Suggesting appropriate materials	19.4	17.8	20.7	20.5
Teaching operation of equipment	19.7	15.5	10.7	12.5
Suggesting new uses for materials	11.5	11.3	8.7	11.4
Ordering and scheduling equipment	5.6	6.8	11.0	6.8
Preparing specialized materials	3.9	4.3	5.6	5.7
Maintaining equipment	2.8	4.9	2.6	2.3
More time[b]	4.6	5.4	4.5	6.2
Classifying and storing materials	1.4	1.7	1.6	1.7
No help needed	7.6	9.3	11.0	8.5

[a] As each teacher was asked to check only one service, this table cannot be directly compared with those for principals and AV coordinators. However, the relative importance of each service to each of the groups can be compared.

[b] This need was a spontaneous write-in comment from the teachers.

TABLE T-30

COMPARISON OF MOST IMPORTANT AV SERVICES NEEDED SECONDARY TEACHERS FOR FOUR HIGHEST USE SUBJECTS

(Services listed in order of over-all rank)

Type of Service	Per Cent of Teachers Who Need Service[a]			
	Science	Social Studies	Fine Arts	Language
Number of Teachers:	735	894	406	427
Providing data on new materials	29.6	27.3	24.9	16.6
Suggesting appropriate materials	18.4	18.5	19.5	19.9
Teaching operation of equipment	3.8	6.9	7.4	16.6
Suggesting new uses for materials	7.2	7.4	6.9	8.9
Ordering and scheduling equipment	11.6	12.1	8.9	9.1
Preparing specialized materials	7.6	5.9	8.4	10.5
Maintaining equipment	3.8	4.0	5.4	3.3
More time[b]	6.8	7.3	7.4	4.5
Classifying and storing materials	1.1	1.5	1.2	0.5
No help needed	10.1	9.1	10.0	10.1

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[a] As each teacher was asked to check only one service, this table cannot be directly compared with those for principals and AV coordinators. However, the relative importance of each service to each of the three groups can be compared.

[b] This need was a spontaneous write-in comment from the teachers.

TABLE T-31

COMPARISON OF MOST IMPORTANT AV SERVICES NEEDED SECONDARY TEACHERS FOR FOUR LOWEST USE SUBJECTS
(Services listed in order of overall rank)

Type of Service	Per Cent of Teachers Who Need Service[a]			
	English	Applied Arts	P.E., Guidance	Mathematics
Number of Teachers:	1219	1274	747	762
Providing data on new materials	19.5	27.5	28.7	18.6
Suggesting appropriate materials	22.8	15.6	16.4	28.2
Teaching operation of equipment	15.9	10.4	11.5	9.2
Suggesting new uses for materials	9.1	7.7	7.1	8.7
Ordering and scheduling equipment	9.5	9.8	10.8	5.6
Preparing specialized materials	4.5	6.5	3.7	8.0
Maintaining equipment	3.5	3.6	4.3	0.9
More time[b]	6.7	7.4	5.9	6.2
Classifying and storing materials	0.6	1.4	1.2	0.3
No help needed	7.9	10.1	10.4	14.3

[a] As each teacher was asked to check only one service, this table cannot be directly compared with those for principals and AV coordinators. However, the relative importance of each service to each of the three groups can be compared.

[b] This need was a spontaneous write-in comment from the teachers.

TABLE T -32

OPPORTUNITY OF TEACHERS TO SUGGEST ACQUISITION OF AUDIOVISUAL MEDIA ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of suggestion)

		Per Cent of Teachers in Suggestion Category			
Grade Taught	Number of Teachers	Suggest Acquisition			
		Yes	No	No Opportunity	No Answer
Total	4166	64.2	20.9	11.9	3.0
4-6	1567	67.2	18.7	11.0	3.1
1-6, 1-8	176	64.2	22.7	10.8	2.3
7-9	309	64.1	22.0	10.0	3.9
K-3	2114	62.0	22.2	13.0	2.8

TABLE T-33

OPPORTUNITY OF TEACHERS TO SUGGEST ACQUISITION OF AUDIOVISUAL MEDIA - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of suggestion)

		Per Cent of Teachers in Suggestion Category			
Subject Taught	Number of Teachers	Suggest Acquisition			
		Yes	No	No Opportunity	No Answer
Total	6464	63.8	23.3	9.7	3.2
Science	735	70.4	17.8	9.4	2.4
Language	427	69.1	21.1	7.0	2.8
Social Studies	894	68.0	20.8	7.5	3.7
Fine Arts	406	67.8	18.4	11.3	2.5
English	1219	63.0	25.5	8.0	3.5
P.E., Guidance	747	61.4	23.8	11.2	3.6
Applied Arts	1274	60.3	22.2	13.3	4.2
Mathematics	762	55.1	33.0	8.4	3.5

Table T-34

MOST VALUABLE SOURCE OF INFORMATION ABOUT AUDIOVISUAL AIDS ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of preference for school catalog)

Grade Taught	Number of Teachers	Per Cent of Teachers Who Obtain Information From					
		School Catalog	Manufacturers	AV Course	Fellow Teacher	Other	No Source
Total	4166	41.7	13.6	18.1	13.2	9.4	4.0
4-6	1567	43.3	15.0	15.4	11.9	10.1	4.3
K-3	2114	42.9	10.8	19.5	14.5	7.7	3.6
7-9	309	31.7	23.6	15.2	10.4	12.9	6.2
1-6, 1-8	176	29.2	19.3	15.4	14.6	15.7	5.8

Table T-35

MOST VALUABLE SOURCE OF INFORMATION ABOUT AUDIOVISUAL AIDS - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of preference for school catalog)

Subject Taught	Number of Teachers	Per Cent of Teachers Who Obtain Information From					
		School Catalog	Manufacturers	AV Course	Fellow Teacher	Other	No Source
Total	6464	23.1	29.7	10.2	12.2	17.9	6.9
Science	735	30.0	34.0	8.0	13.7	10.5	4.4
Social Studies	894	27.6	30.8	10.6	14.6	11.6	4.8
P.E., Guidance	747	25.7	27.8	10.5	9.6	20.1	6.3
English	1219	24.1	22.2	10.7	17.3	17.5	8.2
Mathematics	762	24.3	23.0	10.8	17.7	13.1	11.1
Fine Arts	406	19.2	31.8	8.4	8.9	25.3	6.4
Language	427	18.0	32.0	12.2	8.3	23.4	6.1
Applied Arts	1274	15.7	37.6	10.4	5.4	25.0	5.9

TABLE T-36

TYPE OF AUDIOVISUAL TRAINING - ELEMENTARY TEACHERS BY GRADES TAUGHT

Grade Taught	Number of Teachers	Per Cent of Teachers in Training Category			
		No Training Reported	College Course Only	In-Service Training Only	College and In-Service Training
Total	4166	34.7	33.8	18.9	12.6
K-3	2114	34.3	35.3	18.9	11.5
4-6	1567	33.9	32.6	19.0	14.5
7-9	309	39.2	33.3	15.5	12.0
1-6, 1-8	176	40.8	29.5	21.1	8.6

TABLE T-37

TYPE OF AUDIOVISUAL TRAINING - SECONDARY TEACHERS BY SUBJECT TAUGHT

Subject Taught	Number of Teachers	Per Cent of Teachers In Training Category			
		No Training Reported	College Course Only	In-Service Training Only	College and In-Service Training
Total	6464	44.0	35.8	13.0	7.2
P.E., Guidance	747	37.9	40.8	13.4	7.9
Applied Arts	1274	39.7	38.7	12.2	9.4
Social Studies	894	39.8	38.7	13.3	8.2
Science	735	42.4	37.7	13.4	6.5
Fine Arts	406	45.3	35.7	13.1	5.9
Language	427	47.7	24.4	19.5	8.5
Mathematics	762	49.2	35.4	10.6	4.8
English	1219	50.8	30.8	12.4	6.0

Table T-38

FAMILIARITY WITH OPERATION OF 16 mm FILM PROJECTOR - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of familiarity)

Grade Taught	Number of Teachers	Per Cent of Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	4166	13.3	17.3	30.7	33.5	5.2
4-6	1567	11.3	14.9	28.9	40.3	4.6
7-9	309	13.9	12.0	28.8	40.4	4.9
1-6, 1-8	176	14.8	16.5	34.1	27.8	6.8
K-3	2114	14.6	19.9	32.1	27.9	5.5

Table T-39

FAMILIARITY WITH OPERATION OF 16 mm FILM PROJECTOR - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of familiarity)

Subject Taught	Number of Teachers	Per Cent of Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	6464	16.6	11.8	32.3	35.1	4.8
Science	735	3.7	4.5	26.0	64.2	1.6
Social Studies	894	10.3	10.3	33.8	42.7	2.9
P.E., Guidance	747	11.0	9.0	37.1	37.6	5.3
Applied Arts	1274	14.5	10.6	33.8	37.4	3.7
Mathematics	762	19.6	9.5	38.8	27.0	5.1
Fine Arts	406	17.5	9.8	33.3	31.8	7.6
English	1219	27.1	17.5	28.6	19.7	7.1
Language	427	32.3	16.9	25.0	19.9	5.9

Table T-40

FAMILIARITY WITH OPERATION OF SLIDE-FILMSTRIP PROJECTOR - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of familiarity)

Grade Taught	Number of Teachers	Per Cent of Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	4166	7.0	2.3	43.6	43.5	3.6
4-6	1567	5.0	2.0	39.6	49.9	3.5
7-9	309	7.8	2.3	43.6	44.0	2.3
K-3	2114	8.0	2.7	46.5	38.8	4.0
1-6, 1-8	176	13.2	1.1	43.2	40.8	1.7

Table T-41

FAMILIARITY WITH OPERATION OF SLIDE-FILMSTRIP PROJECTOR - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of familiarity)

Subject Taught	Number of Teachers	Per Cent of Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	6464	13.9	2.4	41.5	37.9	4.3
Science	735	4.4	0.8	31.3	62.3	1.2
Social Studies	894	8.2	1.6	43.5	43.8	2.9
Applied Arts	1274	13.0	2.3	40.9	40.4	3.4
P.E., Guidance	747	12.3	1.5	41.8	38.0	6.4
Fine Arts	406	15.3	2.2	43.1	34.0	5.4
Mathematics	762	18.6	2.0	44.7	30.4	4.3
English	1219	18.4	4.3	44.9	26.4	6.0
Language	427	24.6	4.2	40.0	25.3	5.9

Table T-42

FAMILIARITY WITH OPERATION OF TAPE RECORDER - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of familiarity)

Grade Taught	Number of Teachers	Per Cent of Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	4166	25.8	10.6	29.3	23.5	10.8
7-9	309	21.7	5.8	34.0	33.6	4.9
1-6, 1-8	176	21.6	8.6	38.1	21.6	10.2
4-6	1567	22.0	10.0	28.4	30.5	9.1
K-3	2114	29.4	11.9	28.8	17.0	12.9

Table T-43

FAMILIARITY WITH OPERATION OF TAPE RECORDER - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of familiarity)

Subject Taught	Number of Teachers	Per Cent of Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	6464	24.0	5.5	33.0	29.2	8.3
Language	427	13.3	2.6	34.0	45.4	4.7
Fine Arts	406	12.3	4.7	31.6	43.3	7.9
Social Studies	894	19.6	6.7	34.9	30.8	7.9
English	1219	20.5	7.9	35.6	28.9	7.1
Science	735	25.6	3.3	27.0	37.2	6.9
Applied Arts	1274	30.0	6.2	31.5	22.2	10.1
P.E., Guidance	747	22.2	5.4	34.5	26.8	11.1
Mathematics	762	37.3	4.3	29.8	19.0	9.6

Table T-44

FAMILIARITY WITH OPERATION OF OPAQUE PROJECTOR - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of familiarity)

Grade Taught	Number of Teachers	Per Centof Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	4166	31.0	3.6	30.9	23.2	11.3
4-6	1567	25.1	2.8	31.1	31.5	9.5
7-9	309	26.6	4.5	29.4	31.1	8.4
1-6, 1-8	176	35.8	2.3	29.5	21.6	10.8
K-3	2114	35.7	4.3	31.0	16.0	13.0

Table T-45

FAMILIARITY WITH OPERATION OF OPAQUE PROJECTOR - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of familiarity)

Subject Taught	Number of Teachers	Per Centof Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	6464	35.2	2.7	28.6	23.2	10.3
Science	735	20.3	0.8	29.2	43.4	6.3
Social Studies	894	30.2	2.8	32.4	25.6	9.0
Fine Arts	406	34.5	2.2	30.5	22.4	10.4
Applied Arts	1274	35.9	2.6	29.2	22.6	9.7
P.E., Guidance	747	34.4	2.4	28.8	20.2	14.2
Mathematics	762	42.4	2.1	26.4	19.8	9.3
English	1219	37.8	4.8	27.3	18.6	11.5
Language	427	50.8	2.8	22.2	10.1	14.1

Table T-46

FAMILIARITY WITH OPERATION OF OVERHEAD PROJECTOR - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of familiarity)

Grade Taught	Number of Teachers	Per Cent of Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	4166	56.0	2.3	12.2	8.0	21.5
7-9	309	46.6	1.3	16.5	18.1	17.5
4-6	1567	51.8	1.7	13.5	11.9	21.1
1-6, 1-8	176	60.2	1.7	11.9	7.9	18.3
K-3	2114	60.1	3.0	10.9	3.7	22.3

Table T-47

FAMILIARITY WITH OPERATION OF OVERHEAD PROJECTOR - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of familiarity)

Subject Taught	Number of Teachers	Per Cent of Teachers in Familiarity Category				
		Have Never Operated	Find Difficult To Operate	Find Easy to Operate	Can Teach Operation	No Answer
Total	6464	49.0	2.1	18.8	16.2	13.9
Science	735	32.2	1.2	21.8	37.0	7.8
Social Studies	894	45.4	2.0	22.6	16.7	13.3
Mathematics	762	49.4	1.3	20.6	17.3	11.4
Applied Arts	1274	49.7	2.3	19.0	15.9	13.1
P.E., Guidance	747	47.7	0.9	21.6	12.8	17.0
Fine Arts	406	50.7	1.2	19.5	12.6	16.0
English	1219	56.1	3.9	13.4	9.2	17.4
Language	427	63.0	1.2	12.2	7.7	15.9

TABLE T-48

USE OF PERSONAL AUDIOVISUAL MATERIALS - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of use)

Grade Taught	Number of Teachers	Per Cent of Teachers in Use Category			
		Number of Personal Aids Used			
		0	1	2	3-4
Total	4166	34.4	42.0	19.4	4.2
K-3	2114	32.9	45.0	18.9	3.2
4-6	1567	34.4	37.7	21.6	6.3
1-6, 1-8	176	39.2	46.6	10.2	4.0
7-9	309	41.4	38.5	18.4	1.6

TABLE T-49

USE OF PERSONAL AUDIOVISUAL MATERIALS - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of use)

Subject Taught	Number of Teachers	Per Cent of Teachers in Use Category			
		Number of Personal Aids Used			
		0	1	2	3-4
Total	6464	54.3	32.9	10.7	2.1
Fine Arts	406	18.0	54.5	21.1	6.4
Language	427	29.0	38.9	26.5	5.6
English	1219	45.0	38.0	15.0	3.0
Social Studies	894	48.7	35.2	13.1	3.0
Science	735	56.5	31.8	9.4	2.3
Applied Arts	1274	64.8	29.0	5.8	0.4
P.E., Guidance	747	66.3	28.9	4.3	0.5
Mathematics	762	78.5	18.8	2.1	0.6

TABLE T-50

PREPARATION OF AUDIOVISUAL MATERIALS - ELEMENTARY TEACHERS BY GRADE TAUGHT

(Grades listed in order of preparation)

Grade Taught	Number of Teachers	Per Cent of Teachers in Category			
		Number of Materials Made			
		0	1	2	3-4
Total	4166	73.6	20.3	5.3	0.8
1-6, 1-8	176	68.2	26.1	3.4	2.3
7-9	309	68.3	24.3	6.8	0.6
4-6	1567	70.3	22.1	6.3	1.3
K-3	2114	77.0	17.9	4.6	0.5

TABLE T-51

PREPARATION OF AUDIOVISUAL MATERIALS - SECONDARY TEACHERS BY SUBJECT TAUGHT

(Subjects listed in order of preparation)

Subject Taught	Number of Teachers	Per Cent of Teachers in Category			
		Number of Materials Made			
		0	1	2	3-4
Total	6464	71.3	23.0	4.6	1.1
Language	427	49.0	39.9	10.0	1.1
Fine Arts	406	50.1	39.4	8.1	2.4
Science	735	59.0	30.5	8.2	2.3
English	1219	74.2	21.2	3.6	1.0
Applied Arts	1274	74.3	21.0	3.5	1.2
Social Studies	894	75.6	19.7	3.7	1.0
Mathematics	762	81.4	16.4	1.8	0.4
P.E., Guidance	747	81.4	14.6	3.3	0.7

TABLE 0-i

BEST USE OF AUDIOVISUAL MATERIALS - SUPERINTENDENTS BY SIZE OF DISTRICT

Size of District	Number of Superintendents	Per Cent of Superintendents Who See AV Materials As			
		Integral Part of Course	Supplementary Information	Highlight, Special Unit	No Choice
Total	247	36.8	30.8	4.5	27.9[a]
2	16	37.5	6.2	-	56.2
3	35	61.7	23.5	2.9	11.7
4	60	39.3	30.4	-	30.3
5	60	29.2	25.8	5.2	39.7
6,7,8	76	25.8	46.0	9.5	19.0

[a] The "No choice" category is unusually high because many superintendents stated that they could not make a choice between the three alternatives.

TABLE O-2

BEST USE OF AUDIOVISUAL MATERIALS - ELEMENTARY PRINCIPALS BY SIZE OF DISTRICT

Size of District	Number of Principals	Per Cent of Principals Who See AV Materials As			
		Integral Part of Course	Supple-mentary Information	Highlight, Special Unit	No Choice
Total	308	54.9	37.0	3.9	4.2
2	40	80.0	20.0	-	-
3	68	53.0	36.8	2.9	7.3
4	70	51.4	35.7	7.2	5.7
5	70	51.4	40.0	4.3	4.3
6,7,8	60	48.3	46.7	3.3	1.7

TABLE O-3

BEST USE OF AUDIOVISUAL MATERIALS - SECONDARY PRINCIPALS BY SIZE OF DISTRICT

Size of District	Number of Principals	Per Cent of Principals Who See AV Materials As			
		Integral Part of Course	Supple-mentary Information	Highlight, Special Unit	No Choice
Total	209	56.9	35.9	5.3	1.9
2	25	64.0	28.0	4.0	4.0
3	33	54.6	39.4	3.0	3.0
4	47	65.9	32.0	2.1	-
5	58	55.2	34.5	8.6	1.7
6,7,8	46	50.1	43.4	6.5	-

TABLE 0-4

BEST USE OF AUDIOVISUAL MATERIALS - ELEMENTARY AV COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of Coordinators Who See AV Materials As			
		Integral Part of Course	Supplementary Information	Highlight, Special Unit	No Choice
Total	134	59.7	33.6	2.2	4.5
2	26	50.0	50.0	-	-
3	34	79.6	11.8	2.9	5.9
4	27	66.7	22.2	3.7	7.4
5	24	50.0	37.4	4.2	8.4
6,7,8	23	43.5	56.5	-	-

TABLE 0-5

BEST USE OF AUDIOVISUAL MATERIALS - SECONDARY AV COORDINATORS BY SIZE OF DISTRICT

Size of District	Number of Coordinators	Per Cent of Coordinators Who See AV Materials As			
		Integral Part of Course	Supplementary Information	Highlight, Special Unit	No Choice
Total	157	65.0	28.1	2.5	4.5
2	21	71.5	28.5	-	-
3	29	65.5	34.5	-	-
4	41	68.3	21.9	4.9	4.9
5	43	60.5	25.6	2.3	11.6
6,7,8	23	60.8	34.8	4.4	-

TABLE O-6

COMPARISON OF MAJOR PROBLEMS IN USING AUDIOVISUAL AIDS SUPERINTENDENTS FOR ALL DISTRICT SIZES

(Problems listed in order of over-all rank)

Type of Problem[a]	Per Cent of Superintendents Reporting Problem in Each Size Category				
	2	3	4	5	6,7,8
Number of Superintendents:	16	35	60	60	76
Lack of money for adequate program	31.2	57.1	38.3	35.0	31.6
Scheduling problems	50.0	34.3	31.7	43.3	28.9
Teachers not trained in AV use	50.0	31.4	30.0	21.7	14.5
Inadequate storage and production facilities	-	14.3	21.7	13.3	26.3

[a] Only the four problems with the highest incidence of mention are presented by district size.

Table 0-7

COMPARISON OF MAJOR PROBLEMS IN USING AUDIOVISUAL AIDS ELEMENTARY PRINCIPALS FOR ALL DISTRICT SIZES

(Problems listed in order of over-all rank)

Type of Problem	Per Cent of Principals Reporting Problem in Each Size Category				
	2	3	4	5	6,7,8
Number of Principals:	40	68	70	70	60
Too little preview time	52.5	70.6	62.5	74.3	71.7
Poor classroom set-up	47.5	55.9	59.6	51.1	68.3
Few good materials	60.0	52.9	62.5	39.8	50.0
Aids not available when needed	32.5	45.6	46.9	52.5	43.3
Too little information	25.0	38.2	25.6	36.9	40.0
Difficult to integrate materials	25.0	27.9	24.1	28.4	38.3
Not enough basic teaching time	7.5	26.5	25.6	15.6	23.3
Students see as entertainment	7.5	17.6	15.6	25.7	26.7
Too much "red tape"	-	10.3	9.9	19.9	18.3
Aids too expensive	7.5	4.4	8.5	9.9	15.0
Difficult to operate equipment	2.5	5.9	7.1	14.2	1.7
Equipment in poor repair	2.5	4.4	12.8	4.3	8.3
Have no difficulties using AV	12.5	5.9	7.1	5.7	5.0

Table 0-8

COMPARISON OF MAJOR PROBLEMS IN USING AUDIOVISUAL AIDS SECONDARY PRINCIPALS FOR ALL DISTRICT SIZES

(Problems listed in order of over-all rank)

Type of Problem	Per Cent of Principals Reporting Problem in Each Size Category				
	2	3	4	5	6,7,8
Number of Principals:	25	33	47	58	46
Too little preview time	65.4	75.8	72.3	72.4	65.2
Few good materials	53.8	72.7	61.5	65.4	69.6
Poor classroom set-up	53.8	60.6	44.5	53.3	71.7
Aids not available when needed	30.7	51.5	53.0	51.6	63.0
Difficult to integrate materials	42.2	42.4	36.0	46.4	63.0
Too little information	30.7	48.5	31.8	32.7	47.8
Students see as entertainment	11.5	30.3	33.9	27.5	30.4
Not enough basic teaching time	23.0	15.2	10.6	20.6	13.0
Too much "red tape"	15.4	18.2	10.6	15.5	13.0
Aids too expensive	3.8	18.2	8.5	12.0	13.0
Equipment in poor repair	-	6.1	8.5	8.6	10.9
Difficult to operate equipment	-	9.1	2.1	3.4	2.1
Have no difficulties using AV	-	-	-	1.7	-

Table 0-9

COMPARISON OF MAJOR PROBLEMS IN USING AUDIOVISUAL AIDS ELEMENTARY AV COORDINATORS FOR ALL DISTRICT SIZES

(Problems listed in order of over-all rank)

Type of Problem	Per Cent of Coordinators Reporting Problem in Each Size Category				
	2	3	4	5	6,7,8
Number of Coordinators:	26	34	27	24	23
Too little preview time	69.2	79.4	70.4	70.8	78.3
Poor classroom set-up	50.0	58.8	63.0	37.5	65.2
Few good materials	50.0	52.9	55.6	54.2	52.2
Aids not available when needed	34.6	44.1	40.7	41.7	56.5
Too little information	30.8	29.4	29.6	29.2	30.4
Difficult to integrate materials	19.2	20.6	25.9	20.8	39.1
Not enough basic teaching time	23.1	17.6	25.9	8.3	26.1
Students see as entertainment	11.5	14.7	25.9	16.7	30.4
Aids too expensive	7.7	2.9	11.1	8.3	21.7
Difficult to operate equipment	7.7	5.9	14.8	-	4.3
Equipment in poor repair	3.8	-	7.4	8.3	13.0
Too much "red tape"	-	-	14.8	4.2	8.7
Have no difficulties using AV	7.7	5.9	3.7	8.3	4.3

Table 0-10

COMPARISON OF MAJOR PROBLEMS IN USING AUDIOVISUAL AIDS SECONDARY AV COORDINATORS FOR ALL DISTRICT SIZES

(Problems listed in order of over-all rank)

Type of Problem	Per Cent of Coordinators Reporting Problem in Each Size Category				
	2	3	4	5	6,7,8
Number of Coordinators:	21	29	41	43	23
Too little preview time	57.1	65.5	73.2	74.4	78.3
Poor classroom set-up	76.2	72.4	58.5	65.1	82.6
Few good materials	66.7	69.0	61.0	65.1	69.6
Aids not available when needed	47.6	48.3	34.1	46.5	73.9
Difficult to integrate materials	42.9	34.5	19.5	55.8	60.9
Too little information	42.9	24.1	41.5	41.9	47.8
Students see as entertainment	28.6	31.0	19.5	20.9	34.8
Not enough basic teaching time	9.5	20.7	14.6	23.3	30.4
Too much "red tape"	-	20.7	2.4	25.6	30.4
Aids too expensive	-	10.4	9.8	18.6	30.4
Equipment in poor repair	4.8	13.8	12.2	11.6	8.7
Difficult to operate equipment	-	-	12.2	9.3	-
Have no difficulties using AV	4.8		4.9	2.3	

Table 0-11

COMPARISON OF MAJOR PROBLEMS IN USING AUDIOVISUAL AIDS ELEMENTARY TEACHERS FOR ALL GRADE LEVELS

(Problems listed in order of over-all rank)

Type of Problem	Per Cent of Teachers Who Have Problem			
	K-3	4-6	7-9	1-6, 1-8
Number of Teachers:	2114	1567	309	176
Too little preview time	59.7	64.0	63.5	53.3
Poor classroom set-up	42.1	44.2	54.3	42.6
Aids not available when needed	43.1	44.5	47.3	35.2
Too little information	26.7	25.7	31.7	28.4
Not enough basic teaching time	24.7	24.8	31.7	24.4
Few good materials	22.1	15.7	33.6	30.1
Students see as entertainment	15.9	21.8	34.2	21.6
Too much "red tape"	23.5	21.8	31.4	20.4
Difficult to integrate materials	15.5	13.3	19.7	15.9
Equipment in poor repair	7.7	10.0	17.1	10.8
Difficult to operate equipment	11.9	8.3	10.0	9.6
Aids too expensive	8.6	8.1	12.3	10.8
Have no difficulties using AV	8.5	7.9	3.5	7.4

Table 0-12

COMPARISON OF MAJOR PROBLEMS IN USING AUDIOVISUAL AIDS SECONDARY TEACHERS FOR FOUR HIGHEST USE SUBJECTS

(Problems listed in order of over-all rank)

Type of Problem	Per Cent of Teachers Who Have Problem			
	Science	Social Studies	Fine Arts	Language
Number of Teachers:	735	894	406	427
Too little preview time	65.9	67.8	57.0	69.9
Aids not available when needed	49.8	55.5	46.5	40.0
Poor classroom set-up	38.5	49.6	53.0	45.9
Too much "red tape"	32.9	37.8	33.7	35.6
Not enough basic teaching time	23.6	27.4	25.9	40.3
Students see as entertainment	31.3	37.4	20.4	35.8
Too little information	22.6	31.8	26.8	26.9
Few good materials	17.0	20.5	37.7	31.6
Difficult to integrate materials	20.1	21.2	21.4	27.2
Aids too expensive	13.5	14.0	10.8	23.8
Equipment in poor repair	11.6	16.3	15.5	9.6
Difficult to operate equipment	3.3	6.6	7.4	16.2
Have no difficulties using AV	6.8	5.8	5.4	6.8

Table 0-13

COMPARISON OF MAJOR PROBLEMS IN USING AUDIOVISUAL AIDS SECONDARY TEACHERS FOR FOUR LOWEST USE SUBJECTS

(Problems listed in order of over-all rank)

Type of Problem	Per Cent of Teachers Who Have Problem			
	English	Applied Arts	P.E., Guidance	Mathematics
Number of Teachers:	1219	1274	747	762
Too little preview time	66.8	59.8	54.5	59.1
Poor classroom set-up	51.6	53.0	53.5	48.3
Aids not available when needed	48.5	47.7	41.1	40.7
Few good materials	17.8	30.1	31.2	68.4
Too much "red tape"	37.2	33.0	28.5	30.1
Students see as entertainment	33.5	31.8	27.5	37.3
Not enough basic teaching time	35.5	24.8	23.0	38.8
Too little information	35.7	22.1	25.0	35.2
Difficult to integrate materials	26.1	22.3	21.1	52.2
Aids too expensive	19.6	13.5	12.1	26.4
Equipment in poor repair	17.8	14.8	12.9	8.1
Difficult to operate equipment	13.6	8.9	6.2	5.8
Have no difficulties using AV	3.5	5.1	4.7	2.4

TABLE 0-14

COMPARISON OF PLANS FOR INCREASED USE OF AUDIOVISUAL MEDIA SUPERINTENDENTS FOR ALL DISTRICT SIZES
(Media listed in order of present over-all use)

Media	Per Cent of Superintendents Who Plan To Increase Use[a] In Each Size Category				
	2	3	4	5	6,7,8
Number of Superintendents:	16	35	60	60	76
16 mm films	56.2	37.1	21.7	20.2	21.0
Filmstrips	37.5	40.0	30.0	36.7	27.6
Records	62.5	37.1	38.4	33.4	38.3
Broadcast TV	43.7	22.8	30.0	30.0	27.7
Radio	25.0	8.6	5.0	15.0	14.5
Opaque projector	68.7	37.1	36.7	33.3	38.2
Language laboratory[b]	62.4	68.5	60.0	66.7	35.1
Tapes, general	62.5	37.4	38.4	33.4	30.2
Overhead projector	68.7	42.8	46.6	43.4	38.1
Teaching machine	56.2	45.7	43.3	31.7	17.1
Closed circuit TV	43.7	11.4	21.7	10.0	3.9

[a] Increase use is defined as either planning to try a medium or to emphasize the use of a medium. Respondents who checked "continue present use", no plan to try or did not answer were considered as desiring to maintain the status quo.

[b] Superintendents were asked about language laboratories and not asked about language tapes and 2x2 slides.

TABLE O-15

COMPARISON OF PLANS FOR INCREASED USE OF AUDIOVISUAL MEDIA ELEMENTARY PRINCIPALS FOR ALL DISTRICT SIZES

(Media listed in order of present over-all use)

Media	Per Cent of Principals Who Plan To Increase Use[a] In Each Size Category				
	2	3	4	5	6,7,8
Number of Principals:	40	68	70	70	60
16 mm films	20.0	14.7	21.4	25.8	26.7
Filmstrips	22.5	32.4	38.5	37.1	56.6
Records	30.0	25.0	21.4	22.8	28.3
Broadcast TV	30.0	25.0	30.3	24.3	30.0
Radio	17.5	14.7	14.2	11.5	18.4
Opaque projector	37.5	36.8	28.6	40.0	41.6
Tapes, language	47.5	52.9	31.5	47.1	48.4
Tapes, general	52.5	54.5	32.8	48.6	51.7
2x2 slides	27.5	30.9	20.0	27.2	20.0
Overhead projector	37.5	32.4	31.5	40.0	26.7
Teaching machine	15.0	13.3	12.9	15.7	10.0
Closed circuit TV	25.0	22.1	21.4	37.1	21.7

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[a] Increase use is defined as either planning to try a medium or to emphasize the use of a medium. Respondents who checked "continue present use", "no plan to try" or did not answer were considered as desiring to maintain the status quo.

TABLE O-16

COMPARISON OF PLANS FOR INCREASED USE OF AUDIOVISUAL MEDIA SECONDARY PRINCIPALS FOR ALL DISTRICT SIZES
(Media listed in order of present over-all use)

Media	Per Cent of Principals Who Plan To Increase Use[a] In Each Size Category				
	2	3	4	5	6,7, 8
Number of Principals:	25	33	47	58	46
16 mm films	16.0	27.3	17.0	24.1	19.6
Filmstrips	32.0	54.5	23.4	43.1	39.1
Records	28.0	21.2	27.7	27.6	23.9
Broadcast TV	36.0	42.4	42.5	37.9	26.1
Radio	24.0	9.1	10.7	12.1	13.1
Opaque projector	36.0	45.5	34.1	46.6	32.6
Tapes, language	52.0	66.7	49.0	65.6	54.3
Tapes, general	52.0	42.4	42.6	50.0	50.0
2x2 slides	24.0	27.3	31.9	19.0	26.0
Overhead projector	48.0	60.6	63.8	60.4	47.9
Teaching machine	16.0	24.2	19.2	20.7	6.5
Closed circuit TV	28.0	42.5	44.7	51.7	37.0

[a] Increase use is defined as either planning to try a medium or to emphasize the use of a medium. Respondents who checked "continue present use", "no plan to try" or did not answer were considered as desiring to maintain the status quo.

TABLE 0-17

COMPARISON OF PLANS FOR INCREASED USE OF AUDIOVISUAL MEDIA ELEMENTARY AV COORDINATORS FOR ALL DISTRICT SIZES

(Media listed in order of present over-all use)

Media	Per Cent of Coordinators Who Plan To Increase Present Use[a] In Each Size Category				
	2	3	4	5	6,7,8
Number of Coordinators:	26	34	27	24	23
16 mm films	26.9	23.5	14.8	16.6	21.7
Filmstrips	38.5	35.3	44.5	37.4	47.8
Records	26.9	26.4	22.2	16.6	34.8
Broadcast TV	46.2	61.8	44.4	37.5	52.2
Radio	23.0	32.4	33.3	12.5	39.1
Opaque projector	38.5	53.0	55.5	45.9	56.6
Tapes, language	50.0	70.7	48.1	62.4	56.6
Tapes, general	34.6	76.5	51.8	62.5	60.9
2x2 slides	38.4	47.1	51.8	29.1	43.5
Overhead projector	53.8	61.7	70.4	70.8	56.5
Teaching machine	57.7	61.8	66.7	70.9	65.2
Closed circuit TV	69.3	67.7	66.7	66.6	60.9

[a] Increase use is defined as either planning to try a medium or to emphasize the use of a medium. Respondents who checked "continue present use", "no plan to try" or did not answer were considered as desiring to maintain the status quo.

TABLE 0-18

COMPARISON OF PLANS FOR INCREASED USE OF AUDIOVISUAL MEDIA SECONDARY AV COORDINATORS FOR ALL DISTRICT SIZES

(Media listed in order of present over-all use)

Media	Per Cent of Coordinators Who Plan To Increase Use[a] in Each Size Category				
	2	3	4	5	6, 7, 8
Number of Coordinators:	21	29	41	43	23
16 mm films	33.3	31.0	26.8	39.5	26.1
Filmstrips	42.9	44.8	46.4	60.5	47.8
Records	33.3	34.5	39.0	44.2	30.4
Broadcast TV	71.4	62.1	65.9	53.4	60.9
Radio	57.1	34.5	31.8	37.2	30.5
Opaque projector	47.6	58.6	51.3	53.5	60.9
Tapes, language	52.4	41.4	46.3	67.4	56.5
Tapes, general	57.1	34.5	61.0	65.1	60.9
2x2 slides	57.2	48.2	48.8	44.1	61.0
Overhead projector	66.6	72.4	62.4	65.1	78.3
Teaching machine	76.2	65.5	85.4	81.4	82.7
Closed circuit TV	71.4	79.3	78.1	53.5	87.0

[a] Increase use is defined as either planning to try a medium or to emphasize the use of a medium. Respondents who checked "continue present use", "no plan to try" or did not answer were considered as desiring to maintain the status quo.

TABLE 0-19

COMPARISON OF PLANS FOR INCREASED USE OF AUDIOVISUAL MEDIA - ELEMENTARY TEACHERS FOR ALL GRADE LEVELS

(Media listed in order of present over-all use)

Media	Per Cent of Teachers Who Plan to Increase Use[a]			
	K-3	4-6	7-9	1-6, 1-8
Number of Teachers:	2114[b]	1567	309	176
16 mm films	20.8	18.6	22.4	23.3
Filmstrips	28.5	24.3	28.1	24.4
Records	15.2	20.0	15.5	21.6
Broadcast TV[b]	17.7	16.6	25.2	15.7
Radio	13.9	14.9	14.9	8.0
Opaque projector[b]	28.2	24.3	26.7	17.3
Tapes, general	27.3	26.4	19.1	24.0
2x2 slides	15.3	19.4	16.1	12.5
Overhead projector[b]	28.6	33.1	28.7	19.6
Teaching machine	7.6	9.8	8.1	9.3

[a] Increase use is defined as either planning to try a medium or to emphasize the use of a medium. Respondents who checked "continue present use", "no plan to try" or did not answer were onsidered as desiring to maintain the status quo.

[b] These percentages were computed only for teachers in schools which have the item of equipment in the school building:

Broadcast TV, K-3 (N=970), 4-6 (N=718), 7-9 (N=99), 1-6, 1-8 (N=108)
Opaque projector, K-3 (N=1458), 4-6 (N=1085), 7-9 (N=236), 1-6, 1-8 (N=133)
Tapes, general, K-3 (N=1773), 4-6 (N=1290), 7-9 (N=256), 1-6, 1-8 (N=162)
Overhead projector, K-3 (N=496), 4-6 (N=387), 7-9 (N=115), 1-6, 1-8 (N=46)

TABLE 0-20

COMPARISON OF PLANS FOR INCREASED USE OF AUDIOVISUAL MEDIA - SECONDARY TEACHERS FOR FOUR HIGHEST USE SUBJECTS

(Media listed in order of present over-all use)

Media	Per Cent of Teachers Who Plan To Increase Use[a]			
	Science	Social Studies	Fine Arts	Language
Number of Teachers:	735	894	406	427
16 mm films	22.3	21.9	22.7	24.4
Filmstrips	21.5	23.6	22.7	29.0
Records	12.4	24.9	21.5	22.9
Broadcast TV[b]	19.9	23.9	21.8	13.8
Radio	11.5	15.1	13.6	10.1
Opaque projector[b]	22.2	14.1	17.4	12.0
Tapes, language	-	-	-	34.9
Tapes, general	9.9	20.2	20.9	7.4
2x2 slides	21.2	14.9	14.8	19.4
Overhead projector[b]	26.5	20.2	14.1	11.4
Teaching machine	8.0	5.0	3.2	6.6

[a] Increase use is defined as either planning to try a medium or to emphasize the use of a medium. Respondents who checked "continue present use", "no plan to try" or did not answer were considered as desiring to maintain the status quo.

[b] These percentages were computed only for teachers in schools which have the item of equipment in the school building:

Broadcast TV, Science (N=437), Social Studies (N=523), Fine Arts (N=252), Language (N=283)
Opaque projector, Science (N=591), Social Studies (N=708), Fine Arts (N=332), Language (N=358)
Overhead projector, Science (N=476), Social Studies (N=573), Fine Arts (N=270), Language (N=308).

TABLE 0-21

COMPARISON OF PLANS FOR INCREASED USE OF AUDIOVISUAL MEDIA - SECONDARY TEACHERS FOR FOUR LOWEST USE SUBJECTS

Media	Per Cent of Teachers Who Plan To Increase Use[a]			
	English	Applied Arts	P.E., Guidance	Mathematics
Number of Teachers:	1219	1274	747	762
16 mm films	25.1	21.8	23.9	17.8
Filmstrips	23.9	22.6	23.3	24.8
Records	29.8	11.9	15.7	3.7
Broadcast TV[b]	20.2	11.0	19.1	15.5
Radio	12.3	7.3	8.6	5.6
Opaque projector[b]	18.2	15.5	10.6	15.2
Tapes, language	22.2	-	-	-
Tapes, general	13.0	11.8	11.4	3.8
2x2 slides	10.2	12.6	10.0	6.4
Overhead projector[b]	12.9	16.9	12.3	21.2
Teaching machine	6.0	6.7	5.7	11.7

[a] Increase use is defined as either planning to try a medium or to emphasize the use of a medium. Respondents who checked "continue present use", "no plan to try" or did not answer were considered as desiring to maintain the status quo.

[b] These percentages were computed only for teachers in schools which have the item of equipment in the school building:

Broadcast TV, English (N=689), Applied Arts (N=722), P.E., Guidance (N=466), Mathematics (N=445)
Opaque projector, English (N=970), Applied Arts (N=1,000), P.E.,Guidance (N=618), Mathematics (N=612)
Overhead projector, English (N=785), Applied Arts (N=797), P.E.,Guidance (N=494), Mathematics (N=485).

TABLE 0-22

PLANS FOR FUTURE USE OF AUDIOVISUAL MEDIA - SUPERINTENDENTS
(Media listed in order of present use)
N = 247

Media[a]	Per Cent of Superintendents in Planning Category				
	Continue Present Use	Plan to Try	Emphasize Use	No Plan to Try	No Answer
16 mm films	72.9	0.4	25.1	0.4	1.2
Filmstrips	65.2	0.4	32.8	0.4	1.2
Records	61.5	2.4	33.2	1.6	1.2
Tapes	59.6	2.4	33.2	3.6	1.2
Radio	59.5	5.3	6.9	27.1	1.2
Opaque projector	52.6	6.5	31.6	8.1	1.2
Overhead projector	24.7	12.1	31.6	30.4	1.2
Broadcast TV	16.2	17.8	12.1	52.7	1.2
Language laboratory	12.5	40.1	15.0	31.2	1.2
Teaching machines	1.2	31.2	2.4	64.0	1.2
Closed circuit TV	1.2	9.7	4.0	83.8	1.2

[a] This list is somewhat different from that given for principals, audiovisual coordinators, and teachers. Superintendents were asked about language laboratories and closed circuit television and not asked about language tapes and 2x2 slides.

Table 0-23

PLANS FOR FUTURE USE OF AUDIOVISUAL MEDIA - ELEMENTARY PRINCIPALS
(Media listed in order of present use)

N = 308

Media	Per Cent of Principals in Planning Category				
	Continue Present Use	Plan to Try	Emphasize Use	No Plan to Try	No Answer
16 mm Films	74.6	2.3	19.5	1.0	2.6
Records	71.1	0.6	24.4	0.6	3.3
Filmstrips	59.8	2.3	36.0	0.3	1.6
Radio	57.5	4.5	10.4	18.8	8.8
2x2 Slides	32.1	11.0	14.0	28.9	14.0
Tapes, general	27.2	15.9	31.5	16.6	8.8
Broadcast TV	25.0	13.3	14.3	35.4	12.0
Opaque Projector	40.0	12.3	24.4	16.6	9.7
Tapes, language	23.1	14.6	30.5	21.4	10.4
Overhead Projector	11.4	19.4	14.0	38.0	17.2
Teaching Machines	4.5	21.8	3.9	56.8	13.0
Closed Circuit TV	2.9	10.4	2.9	68.9	14.9

Table 0-24

PLANS FOR FUTURE USE OF AUDIOVISUAL MEDIA - SECONDARY PRINCIPALS
(Media listed in order of present use)

N = 209

Media	Per Cent of Principals in Planning Category				
	Continue Present Use	Plan to Try	Emphasize Use	No Plan to Try	No Answer
16 mm Films	78.0	0.5	20.5	-	1.0
Records	68.4	2.9	23.0	3.8	1.9
Radio	63.7	6.2	6.7	17.2	6.2
Filmstrips	60.3	0.5	37.8	-	1.4
Opaque Projector	46.9	8.6	30.6	8.6	5.3
Tapes, general	45.5	10.0	37.3	4.3	2.9
2x2 Slides	44.1	8.6	15.8	21.0	10.5
Tapes, language	37.8	10.5	47.4	3.3	1.0
Broadcast TV	24.4	23.0	13.9	33.0	5.7
Overhead Projector	21.1	22.0	34.9	13.9	8.1
Teaching Machines	5.3	34.0	8.6	45.9	6.2
Closed Circuit TV	2.4	13.4	3.4	70.3	10.5

Table 0-25

PLANS FOR FUTURE USE OF AUDIOVISUAL MEDIA
ELEMENTARY AV COORDINATORS
(Media listed in order of present use)

N = 134

Media	Per Cent of AV Coordinators in Planning Category				
	Continue Present Use	Would Like to Try	Emphasize Use	Would Not Recommend	No Answer
16 mm Films	76.9	1.5	19.4	0.7	1.5
Records	72.5	3.7	21.6	-	2.2
Radio	58.2	12.7	15.7	9.7	3.7
Filmstrips	57.5	0.7	39.6	-	2.2
2x2 Slides	46.3	20.9	21.6	4.5	6.7
Opaque Projector	40.4	18.6	31.3	5.2	4.5
Television	34.3	35.1	14.2	10.4	6.0
Tapes, language	32.8	25.4	32.8	6.0	3.0
Tapes, general	32.8	24.6	33.6	4.5	4.5
Overhead Projector	16.4	41.8	20.9	13.4	7.5
Closed Circuit TV	4.5	58.2	8.2	20.9	8.2
Teaching Machines	3.8	58.9	5.2	23.9	8.2

Table D-26

PLANS FOR FUTURE USE OF AUDIOVISUAL MEDIA
SECONDARY AV COORDINATORS

(Media listed in order of present use)

N = 157

Media	Per Cent of AV Coordinators in Planning Category				
	Continue Present Use	Would Like to Try	Emphasize Use	Would Not Recommend	No Answer
16 mm Films	66.3	0.6	31.2	-	1.9
Records	60.5	1.9	35.7	-	1.9
Filmstrips	50.3	0.6	47.8	-	1.3
Radio	45.2	19.1	17.8	11.5	6.4
Tapes, language	44.0	7.0	46.5	-	2.5
Opaque Projector	39.6	12.1	42.0	3.8	2.5
2x2 Slides	38.3	15.9	34.4	5.7	5.7
Tapes, general	37.0	15.3	41.4	2.5	3.8
Overhead Projector	24.3	30.6	38.8	2.5	3.8
Television	21.0	36.3	25.5	10.8	6.4
Closed Circuit TV	3.8	61.2	10.8	14.6	9.6
Teaching Machines	3.2	70.1	8.9	10.8	7.0

Table 0-27

PLANS FOR FUTURE USE OF AUDIOVISUAL MEDIA - ELEMENTARY TEACHERS
(Media listed in order of present use)

N = 4166

Media	Per Cent of Teachers in Planning Category				
	Continue Present Use	Plan to Try	Emphasize Use	No Plan to Try	No Answer
Records	68.3	8.2	9.1	8.3	6.1
Filmstrips	62.0	16.0	10.8	6.5	4.7
16 mm Films	60.2	10.8	9.7	11.1	8.0
Television	30.0	9.9	5.0	40.7	14.4
Radio	27.2	10.2	4.0	43.6	15.0
Opaque Projector	26.0	17.6	4.5	38.0	13.9
2x2 Slides	18.3	13.3	3.5	45.7	19.2
Tapes, general	15.2	18.1	5.9	42.3	18.5
Tapes, language	13.8	19.0	6.7	43.4	17.1
Overhead Projector	6.0	10.8	2.4	59.9	21.4
Teaching Machines	5.9	6.9	1.7	63.9	21.6

Table 0-28

PLANS FOR FUTURE USE OF AUDIOVISUAL MEDIA - SECONDARY TEACHERS
(Media listed in order of present use)

N = 6464

Media	Per Cent of Teachers in Planning Category				
	Continue Present Use	Plan to Try	Emphasize Use	No Plan to Try	No Answer
16 mm Films	45.6	14.8	8.0	23.9	7.7
Filmstrips	36.8	17.7	5.9	30.8	8.8
Records	32.1	11.4	6.7	39.0	10.8
Tapes, language[a]	25.1	15.2	10.3	34.9	14.5
Television	16.2	9.6	6.8	53.7	13.7
Opaque Projector	15.9	12.0	3.5	54.3	14.3
2x2 Slides	14.7	9.8	3.2	57.0	15.3
Tapes, general	13.9	8.3	3.9	56.8	17.1
Radio	13.5	6.2	4.0	61.2	15.1
Overhead Projector	10.0	11.0	3.1	60.4	15.4
Teaching Machines	4.5	5.4	1.4	71.4	17.3

[a] These percentages are based on plans of 1646 Language and English teachers.

APPENDIX B--QUESTIONNAIRES

Principal Questionnaire

Audiovisual Coordinator Questionnaire

Teacher Questionnaire

Superintendent Questionnaire

A STUDY OF AUDIOVISUAL MEDIA IN THE PUBLIC SCHOOLS

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CONDUCTED BY:

The Bureau of Social Science Research, Inc.
1424 Sixteenth Street, N. W.
Washington 6, D. C.

PRINCIPAL QUESTIONNAIRE

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1424 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C.
TELEPHONE: 234-4000

TRUSTEES
W. PHILLIPS DAVISON
ROBERT T. BOWER
ELLSWORTH BUNKER
GEORGE GALLUP
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PAUL A. SMITH

STUDY OF AUDIOVISUAL MEDIA
ELEANOR P. GODFREY
PROJECT DIRECTOR
SPONSORED BY:
U. S. OFFICE OF EDUCATION

Dear Principal:

As the over all use of audiovisual materials can best be judged by the principal, we are asking you to describe the program in your school. You will notice that the questionnaire concentrates on those audiovisual materials which require special equipment to produce, project, or receive. We are primarily interested in how useful some of the newer media have been in various teaching situations. Even if some of the questions asked do not apply to your school, please answer those which do.

In addition to a description of your program and your judgments on the usefulness of audiovisual techniques, may we have a list of your teaching personnel? We need this list so that we may record and thank the respondents and exclude them from follow-up mailings. Please attach this list to the last page of the questionnaire. *While our final report will contain information on how audiovisual techniques are used in schools like yours, no school or individual will be associated with the findings in any way.*

With such a small sample to represent schools all over the country, we depend upon your response to come up with a good, representative study. We hope that the final report will be as valuable to you as your cooperation is to us.

Thank you very much for your help.

Sincerely,

Eleanor P. Godfrey

Eleanor P. Godfrey

EPG/as

STUDY OF AUDIOVISUAL MEDIA
Sponsored by U. S. Office of Education
PRINCIPAL QUESTIONNAIRE

1. Please return this questionnaire at your earliest convenience. *It should take about 20 minutes to complete.*
2. Disregard the small numbers next to the answer boxes. These are simply to help in coding and tabulating.
3. *All replies will be held in confidence. No individual or school will be identified in the report of this study.*

BACKGROUND INFORMATION

This first section asks for some background information about your school, your community, and your teaching career. If some of our categories do not quite fit your situation, please add whatever comments are necessary to describe it.

1. Legal Name of School ____________________

2. School Street or Post Office Address ____________________

3. City ____________ County ____________ State ________

4. In what year was your school built? ________
11

5. Please circle the lowest and highest grades included in your school.

K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

6. At the time of your first regular report date for the fall term (1961), how many full-time teachers and how many students did you have in your school?

________ Full-time teachers
18

________ Students enrolled
21

7. Occupation of students' families: What proportion of the fathers of your students are in each of the following occupational groups? *Please estimate.*
25

______ % Professional, managerial

______ % Semi-professional, farm owner

______ % Clerical, sales

______ % Skilled labor, service occupation, tenant farmer

______ % Unskilled labor, farm laborer

100 %

8. Including this year, how many years have you been principal *of this school?*
35

____(years)

9. Including this year, how many years in all have you been a principal?

____(years)

10. Do you now teach any subjects or grades in addition to your duties as principal?
39

1 ☐ Yes   2 ☐ No

11. IF YES Subject(s) taught? ______________________________

Grade level(s) taught? ______________________________

12. Please indicate what subject(s) *and* grade(s) levels you *have taught* in the past.

SUBJECT	GRADE LEVEL
______________________________ 49	______________________________ 51
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

13. Please check the highest degree you hold.
65

1 ☐ A. A.

2 ☐ B. A., B. S., B. Ed.

3 ☐ M. A., M. S., M. Ed.

4 ☐ Ph. D., Ed. D.

9 ☐ Other ____________________

14. Major field for highest degree? ____________________ 15. Year received? __________

16. Sex: 1 ☐ Female 2 ☐ Male 17. Year of birth? __________

IF YOU ARE AN ELEMENTARY SCHOOL PRINCIPAL, PLEASE ANSWER QUESTION 18. IF YOU ARE A JUNIOR OR SENIOR HIGH SCHOOL PRINCIPAL, PLEASE ANSWER QUESTIONS 19 AND 20.

18. FOR ELEMENTARY PRINCIPALS How many *full-time* teachers do you have in each of the grades in your school? *Teachers whose time is divided between two or more grades should be shown as fractions opposite the grades they teach.*

NUMBER OF TEACHERS	GRADE	NUMBER OF TEACHERS	GRADE
__________ 11	Kindergarten	__________ 23	6th Grade
__________	1st Grade	__________	7th Grade
__________	2nd Grade	__________	8th Grade
__________	3rd Grade	__________	Special education
__________	4th Grade	__________	Other
__________	5th Grade		

19. **FOR JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS** How many *full-time* teachers do you have who teach the following subjects? *Teachers whose time is divided between two or more programs should be shown as fractions opposite the subjects they teach.*

NUMBER OF TEACHERS	SUBJECT	NUMBER OF TEACHERS	SUBJECT
__________ 33	Science	__________ 45	Art
__________	Mathematics	__________	Industrial arts
__________	Foreign languages	__________	Home economics
__________	Social studies	__________	Commercial education
__________	English, speech	__________	Health, physical education
__________	Music	__________	Other

20. **FOR JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS** What percent of your students took each of the following types of programs during the fall term (1961)?
57

_____ % College preparatory   _____% Vocational, technical

_____ % Commercial   _____% General

100 %

☐ Our junior high school curriculum is not divided into these programs.
65

ORGANIZATION OF AUDIOVISUAL PROGRAM

21. About how long has there been any type of coordination of audiovisual activities in your school?
11

0 ☐ Never have had this type of coordination
1 ☐ 0-4 years
2 ☐ 5-9 years
3 ☐ 10-14 years
4 ☐ 15 years and over
5 ☐ Ever since school has been in operation

22. Do you have a faculty audiovisual committee in your school?

1 ☐ Yes   2 ☐ No

23. IF YES What does this faculty committee do? *Please check all that apply.*

1 ☐ Helps decide what new equipment should be bought
2 ☐ Helps decide what new audiovisual materials should be bought
3 ☐ Helps train other teachers how to teach with audiovisual aids
9 ☐ Other *(specify)*____

____

x ☐ Exists, but serves little purpose

24. How many of each of the following types of audiovisual equipment and materials are kept in your school building?
PLEASE GIVE APPROXIMATE NUMBER FOR EACH ITEM. IF NONE, USE 0.

_____ Record players
18
_____ Radios
_____ Television sets
_____ 16 mm sound projectors
_____ Slide-filmstrip projectors
_____ Tape recorders

_____ Overhead projectors
30
_____ Opaque projectors
_____ Filmstrips (strip films)
34
_____ Records
_____ Tape recordings
_____ 2 x 2 slides

25. From what sources does your school obtain *sound films? Please estimate the percent of films you use which come from each of the following sources.*
43
_____ % Our own school library
_____ % Our school system library
_____ % Cooperative, regional, or county film libraries
_____ % State Department of Education
_____ % University film libraries
_____ % City or county public libraries
_____ % Business or trade organizations (free films)
_____ % Commercial rental agencies
_____ % Non-profit or religious organizations
_____ % Other *(specify)* ______________________________
100 %

☐ Do not use sound films

26. Does your school have any equipment or facilities for *producing* audiovisual materials? *Please check all that apply.*
11
1 ☐ Motion picture cameras
2 ☐ 35 mm still cameras
3 ☐ Darkroom facilities
4 ☐ Transparency-making facilities
5 ☐ Display-making facilities
6 ☐ Tape recording facilities
9 ☐ Other ____________________
0 ☐ Have no production facilities

27. Does your school have any type of language laboratory installation?
18
1 ☐ Yes 2 ☐ No

28. IF YES What kind of facilities do you have? ______________________________

____

____

29. In the past five years has the PTA or other parent group contributed financially toward the purchase of any audiovisual aids for your school?
21

1 ☐ Yes 2 ☐ No

30. IF YES Please check the items acquired with this aid.

1 ☐ Record player
22
2 ☐ Radio
3 ☐ Television set
4 ☐ 16 mm sound projector
5 ☐ Slide-filmstrip projector
6 ☐ Tape recorder
7 ☐ Overhead projector
8 ☐ Opaque projector
29
9 ☐ Filmstrips (strip films)
10 ☐ Records
11 ☐ Tape recordings, tapes
12 ☐ 2 x 2 slides
13 ☐ Other ______________________________
____

31. Do any of the following hinder use of classrooms for the projection of visual material? *Please check all that apply.*
35

1 ☐ Lack of suitable electric outlets
2 ☐ Inadequate ventilation during darkening
3 ☐ Glass block walls, clerestory windows, sky lights
4 ☐ Lack of darkening drapes or shades
9 ☐ Other *(specify)* ______________________________
☐ Have no problems in projecting visual materials in the classroom

32. Do any of the following hinder the use of classrooms for records, tapes, radio, or television? *Please check all that apply.*
41

1 ☐ Poor accoustics
2 ☐ Interference from noise from other rooms and/or halls
3 ☐ Poor radio reception in our area
4 ☐ Poor television reception in our area
5 ☐ Interference from other electrical equipment in the building
9 ☐ Other *(specify)* ______________________________
☐ Have no problems in using these materials in the classroom

33. Are student assistants used in your audiovisual program?
48

1 ☐ Yes 2 ☐ No

34. IF YES What duties are performed by students? *Please check all that apply.*

1 ☐ Operation of equipment

2 ☐ Delivery of equipment and materials to teachers

3 ☐ Pick-up and return of equipment and materials to audiovisual office

4 ☐ Minor service and repair of equipment

5 ☐ Clerical assistance to audiovisual coordinator

9 ☐ Other *(specify)* ____________________

____

35. Below is a list of services which an audiovisual coordinator may perform. Which THREE are most important for your school? *PLEASE CHECK ONLY THREE.*
55

1 ☐ Suggesting appropriate audiovisual material for classroom use

2 ☐ Teaching teachers to operate equipment

3 ☐ Suggesting new or different uses of available materials

4 ☐ Keeping teachers up-to-date on new audiovisual materials

5 ☐ Ordering materials and scheduling equipment

6 ☐ Repairing and maintaining equipment

7 ☐ Classifying and storing materials

8 ☐ Preparing specialized audiovisual materials

9 ☐ Other *(specify)* ____________________

____

36. What person in your school usually performs the tasks you checked in Question 35?

Name ____________________

Major job title ____________________

PLEASE ASK THE PERSON YOU NAMED IN QUESTION 36 TO FILL OUT THE SHORT AUDIO-VISUAL COORDINATOR QUESTIONNAIRE.

OVERVIEW OF AUDIOVISUAL MEDIA

37. Below is a list of difficulties educators have experienced in using audiovisual aids. Please indicate which are important problems in your school.
PLEASE CHECK EITHER THE YES ☐ OR NO ☐ FOR EACH STATEMENT
11

YES NO
1 ☐ ☐ Teachers do not have enough time to preview or prepare materials adequately.
2 ☐ ☐ Teachers find it difficult to integrate available audiovisual materials into their lesson plans.
3 ☐ ☐ Teachers don't have enough information to know what materials are most appropriate for their grade level.
4 ☐ ☐ Many classrooms are not properly set up to use audiovisual aids.
5 ☐ ☐ Teachers do not have enough time to do all the basic teaching they should, let alone use audiovisual aids.
6 ☐ ☐ Much of the equipment is too difficult to operate.
7 ☐ ☐ Much of the equipment is in poor repair or obsolete.
8 ☐ ☐ Some subject areas have few good audiovisual materials.
9 ☐ ☐ There is too much "red tape" involved in ordering materials and scheduling equipment.
10 ☐ ☐ Students look on audiovisual lessons as "entertainment" and do not "study" material presented.
11 ☐ ☐ Audiovisual aids are too expensive for the results achieved.
12 ☐ ☐ Materials or equipment frequently cannot be made available when needed.
13 ☐ Other *(Specify)*____

____

14 ☐ There are no difficulties in using audiovisual aids in our school.

38. Audiovisual media may serve a number of purposes. How often are they used for each of the following purposes in your school? *PLEASE CHECK ONE ANSWER FOR EACH USE*
25

USE	RELATIVE FREQUENCY			
	VERY OFTEN	SOMETIMES	SELDOM	NEVER
To motivate students to learn				
To enrich material given in text or class discussion				
To review material given in text or class discussion				
To present new material (for direct teaching)				
To illustrate a principle				
To provide general background for a unit				
For cultural activity				

39. What plans do you have for each of the following audiovisual aids in your school during the next two years? *PLEASE CHECK ONE ANSWER FOR EACH OF THE AIDS LISTED.*
32

MEDIA	PLAN TO TRY	CONTINUE PRESENT USE	EMPHASIZE USE	DE-EMPHASIZE USE	NO PLAN TO TRY
Sound films					
Filmstrips (strip films)					
Overhead projectors					
Opaque projectors					
Tape recordings (language arts, foreign language)					
Tape recordings (other than language)					
2 x 2 slides					
Records					
Radio					
Broadcast television					
Closed circuit television					
Teaching machines					

40. In general, do you think audiovisual materials are best used as an integral part of a course? For supplementary information? Or to highlight a special unit?
44

1 ☐ Integral part of course
2 ☐ For supplementary information
3 ☐ To highlight a special unit

Please add any comments you would like to make about the use of audiovisual aids in your school.

Signature ______________________________

PLEASE ATTACH A LIST OR DIRECTORY OF YOUR TEACHING PERSONNEL so that we may record it when your teachers return the questionnaire and exclude them from follow-up mailings. The survey is completely confidential. Your school will not be associated with the findings in any way.

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- intergroup relations,
- communication processes and opinions in this country and abroad.

Previous studies in the educational field include:

- an analysis of employment opportunities for high school drop outs,
- a series of evaluation studies of the Summer Institute Program of the National Science Foundation,
- a nation-wide survey of early career patterns of 1958 college graduates two years after graduation.

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AUDIOVISUAL COORDINATOR QUESTIONNAIRE

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1424 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C.
TELEPHONE: 234-4000

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STUDY OF AUDIOVISUAL MEDIA
ELEANOR P. GODFREY
PROJECT DIRECTOR
SPONSORED BY:
U. S. OFFICE OF EDUCATION

Dear Audiovisual Coordinator:

While audiovisual materials have always been used in teaching, there has been considerable interest in the newer educational media in recent years. How effective are these techniques in helping children learn?

As this question can best be answered by those who actually work with these media, we are inviting you to participate in a nationwide survey sponsored by the U. S. Office of Education. Even if some of the questions asked do not apply to your situation, please answer those which do. *Our small sample has been carefully selected to represent all types of schools in the United States. The accuracy of the results depends upon the cooperation of all who have been invited to participate.*

You will notice that the questionnaire concentrates on those audiovisual materials which require special equipment to produce, project, or receive. While no actual school or person will be identified, the final report will contain information on how these techniques are used in schools like yours and by teachers with similar backgrounds. We welcome your questions and comments about the study and hope that the report will be as valuable to you as your cooperation is to us.

Thank you for your help.

Sincerely,

Eleanor P. Godfrey

Eleanor P. Godfrey

EPG/as

STUDY OF AUDIOVISUAL MEDIA
Sponsored by U. S. Office of Education
AUDIOVISUAL COORDINATOR QUESTIONNAIRE

1. **Please return this questionnaire at your earliest convenience.** ***It should take about 15 minutes to complete.***
2. **Disregard the small numbers next to the answer boxes. These are simply to help in coding and tabulating.**
3. ***All replies will be held in confidence. No individual or school will be identified in the report of this study.***

BACKGROUND INFORMATION

This first section asks for some background information about your teaching career and your assignment as an audiovisual coordinator. If our categories do not quite fit your situation, please add whatever comments are necessary to describe it.

1. Legal Name of School ______________________________

2. School Street or Post Office Address ______________________________

3. City ______________________ County______________ State __________

4. Are your responsibilities as audiovisual coordinator a major assignment, a secondary assignment, or an incidental duty?
11
1 ☐ Major assignment 2 ☐ Secondary assignment 3 ☐ Incidental duty

5. Approximately how much of your time a week is spent on audiovisual duties?
1 ☐ Less than ¼ time 3 ☐ More than ½ time
2 ☐ ¼ to ½ time 4 ☐ Full-time

6. What is your *major* job title?
1 ☐ Classroom teacher 3 ☐ School librarian
2 ☐ Assistant principal 9 ☐ Other ______________

7. Please circle the grade level(s) you teach.
K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 None

8. What subject(s) do you teach? If more than one, please give your *major assignment first.*
20
____
____

9. Including this year, how many years have you had audiovisual responsibilities *in this school?*
27
________(years)

10. Including this year, how many years have you had audiovisual responsibilities in all?
________(years)

11. Do you prefer audiovisual duties to other non-teaching assignments?
31

1 ☐ Yes 2 ☐ No

Please comment ______________________________

____

____

12. Below is a list of services which audiovisual coordinators perform. Which THREE best describe the major services you perform? *PLEASE CHECK ONLY THREE*
34

1 ☐ Suggesting appropriate audiovisual materials for classroom use

2 ☐ Teaching teachers to operate equipment

3 ☐ Suggesting new or different uses of available materials

4 ☐ Keeping teachers up-to-date on new audiovisual materials

5 ☐ Ordering materials and scheduling equipment

6 ☐ Repairing and maintaining the equipment

7 ☐ Classifying and storing materials

8 ☐ Preparing specialized audiovisual materials

9 ☐ Other *(Specify)* ______________________________

____

13. Have you had any special training or course work in the use of audiovisual aids?
37

1 ☐ Yes 2 ☐ No

14. IF YES What types of audiovisual training have you had? *Please check all answers that apply.*

1 ☐ College or university course

2 ☐ Summer workshop

3 ☐ Inservice training during school year

9 ☐ Other ______________________________

15. Please check the highest degree you hold.

1 ☐ Teaching certificate

2 ☐ A. A.

3 ☐ B.A., B.S., B. Ed.

4 ☐ M.A., M.S., M. Ed.

5 ☐ Ph. D., Ed. D.

9 ☐ Other ______________________________

16. Major field for highest degree? ____________________ 17. Year received? ____________
40

18. Sex: 1 ☐ Female 2 ☐ Male

19. Year of birth? ____________________
45

OVERVIEW OF AUDIOVISUAL MEDIA

20. Below is a list of difficulties educators have experienced in using audiovisual aids. Please indicate which are important problems in your school.
PLEASE CHECK EITHER THE YES ☐ OR NO ☐ FOR EACH STATEMENT
11

YES NO
1 ☐ ☐ Teachers do not have enough time to preview or prepare materials adequately.
2 ☐ ☐ Teachers find it difficult to integrate available audiovisual materials into their lesson plans.
3 ☐ ☐ Teachers don't have enough information to know what materials are most appropriate for their grade level.
4 ☐ ☐ Many classrooms are not properly set up to use audiovisual aids.
5 ☐ ☐ Teachers do not have enough time to do all the basic teaching they should, let alone use audiovisual aids.
6 ☐ ☐ Much of the equipment is too difficult to operate.
7 ☐ ☐ Much of the equipment is in poor repair or obsolete.
8 ☐ ☐ Some subject areas have few good audiovisual materials.
9 ☐ ☐ There is too much "red tape" involved in ordering materials and scheduling equipment.
10 ☐ ☐ Students look on audiovisual lessons as "entertainment" and do not "study" material presented.
11 ☐ ☐ Audiovisual aids are too expensive for the results achieved.
12 ☐ ☐ Materials or equipment frequently cannot be made available when needed.
13 ☐ Other *(Specify)*____

14 ☐ There are no difficulties in using audiovisual aids in our school.

21. Audiovisual media may serve a number of purposes. How often are they used for each of the following purposes in your school? *PLEASE CHECK ONE ANSWER FOR EACH USE*
25

USE	RELATIVE FREQUENCY			
	VERY OFTEN	SOMETIMES	SELDOM	NEVER
To motivate students to learn				
To enrich material given in text or class discussion				
To review material given in text or class discussion				
To present new material (for direct teaching)				
To illustrate a principle				
To provide general background for a unit				
For cultural activity				

22. How would you like to see each of the following audiovisual aids used in your school during the next two years? *PLEASE CHECK ONE ANSWER FOR EACH AID LISTED*
32

MEDIA	WOULD LIKE TO TRY	CONTINUE PRESENT USE	EMPHASIZE USE	DE-EMPHASIZE USE	WOULD NOT RECOMMEND
Sound films					
Filmstrips (strip films)					
Overhead projectors					
Opaque projectors					
Tape recordings (language arts, foreign language)					
Tape recordings (other than language)					
2 x 2 slides					
Records					
Radio					
Broadcast television					
Closed circuit television					
Teaching machines					

23. In general, do you think audiovisual materials are best used as an integral part of a course? For supplementary information? Or to highlight a special unit?
44

1 ☐ Integral part of course

2 ☐ For supplementary information

3 ☐ To highlight a special unit

Please add any comments you would like to make about the audiovisual program in your school.

Name (please print)______________________________

We are asking for your name so that we can record the fact that you have returned the questionnaire and can exclude you from follow-up mailings. The survey is completely confidential. Your name will not be associated with the findings in any way.

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TEACHER QUESTIONNAIRE

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STUDY OF AUDIOVISUAL MEDIA
ELEANOR P. GODFREY
PROJECT DIRECTOR
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Dear Teacher:

While audiovisual materials have always been used in teaching, there has been considerable interest in the newer educational media in recent years. How effective are these techniques in helping children learn?

As this question can best be answered by those who actually work with children in the schools, we are inviting you to participate in a nationwide survey sponsored by the U. S. Office of Education. Even if some of the questions asked do not apply to your situation, please answer those which do. *Our small sample has been carefully selected to represent all types of schools in the United States. The accuracy of the results depends upon the cooperation of all of the teachers who have been invited to participate.*

You will notice that the questionnaire concentrates on those audiovisual materials which require special equipment to produce, project, or receive. While no actual school or person will be identified, the final report will contain information on how these techniques are used by teachers who teach the same subject and grade as you in schools like yours. We welcome your questions and comments about the study and hope that the report will be as valuable to you as your cooperation is to us.

Thank you for your help.

Sincerely,

Eleanor P. Godfrey

Eleanor P. Godfrey

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STUDY OF AUDIOVISUAL MEDIA
Sponsored by U. S. Office of Education
TEACHER QUESTIONNAIRE

1. **Please return this questionnaire at your earliest convenience.** ***It should take about 20 minutes to complete.***
2. **Disregard the small numbers next to the answer boxes. These are simply to help in coding and tabulating.**
3. ***All replies will be held in confidence. No individual or school will be identified in the report of this study.***

BACKGROUND INFORMATION

This first section asks for some background information about your teaching career. If our categories do not quite fit your situation, please add whatever comments are necessary to describe it.

1. Name of school where you teach ______________________________

2. School Street or Post Office Address ______________________________

3. City ____________________ County ______________ State ____________

4. Please circle the grade level(s) you teach.
11
K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

5. FOR JUNIOR AND SENIOR HIGH SCHOOL TEACHERS What subjects(s) do you teach? If more than one, please give your *major assignment first.*
____
____

6. Including this year, how many years have you been teaching in this school?
24
______(years)

7. Including this year, how many years have you been teaching in all?
______(years)

8. Please check the highest degree you hold.

1 ☐ Teaching certificate
2 ☐ A. A.
3 ☐ B. A., B. S., B. Ed.
4 ☐ M. A., M. S., M. Ed.
5 ☐ Ph. D., Ed. D.
9 ☐ Other ____________________

9. Major field for highest degree? ____________________ 10. Year received? ____________

11. Sex: 1 ☐ Female 2 ☐ Male 12. Year of birth? ____________
34

SOURCES OF INFORMATION AND TRAINING

13. **Does you school district prepare information on audiovisual materials available for use with your classes?**
36

1 ☐ **Yes** 2 ☐ **No** 3 ☐ **Don't know**

14. **IF YES Please indicate how this information is made available to teachers.** ***Please check all that apply***

1 ☐ **Each teacher has his own list or catalogue**

2 ☐ **Each department receives this information**

3 ☐ **The school audiovisual coordinator has this information**

4 ☐ **This information is available in the school library**

9 ☐ **Other *(specify)*** ______________________________

15. **IF YES Is this information sufficient for your needs or not as complete as you would like?**

1 ☐ **Sufficient** 2 ☐ **Incomplete**

16. **Have you had any special training or course work in the use of audiovisual aids?**
39

1 ☐ **Yes** 2 ☐ **No**

17. **IF YES What type of audiovisual training have you had?** ***Please check all that apply***

1 ☐ **College or university course**

2 ☐ **Summer workshop**

3 ☐ **Inservice training during school year**

9 ☐ **Other** ______________________________

18. **Do you have an opportunity to suggest purchase or rental of audiovisual equipment and/or materials used in your school?**

1 ☐ **Yes** 2 ☐ **Yes, but haven't suggested any** 3 ☐ **No**

19. **IF YES How often are the items you suggest purchased or rented?**
42

1 ☐ **Almost always**

2 ☐ **Frequently**

3 ☐ **Occasionally**

4 ☐ **Rarely**

5 ☐ **Never**

9 ☐ **Other** ______________________________

20. Which one of the following sources has given you the most valuable information about audiovisual materials and equipment suitable for your classes? *PLEASE CHECK ONLY ONE ANSWER*

43

1 ☐ Catalogue or bulletin issued by my school or school district

2 ☐ Information supplied by distributors or manufacturers of audiovisual aids

3 ☐ Training sessions or workshops given by my school or school district

4 ☐ An audiovisual course or summer workshop at a university or college

5 ☐ Fellow teachers

6 ☐ Professional journals

9 ☐ Other *(specify)* ________________________

0 ☐ None

21. Which one of the following types of assistance do you need *most* to use audiovisual aids effectively? *PLEASE CHECK ONLY ONE ANSWER*

1 ☐ Suggestions of appropriate audiovisual materials for my classes

2 ☐ Instruction or help in operating the equipment

3 ☐ Suggestions on the best use of available materials

4 ☐ Help in keeping up-to-date on new audiovisual materials

5 ☐ Help in ordering materials and procuring equipment

6 ☐ Repair and maintenance of equipment

7 ☐ Classifying and storing materials

8 ☐ Preparation of specialized audiovisual materials

9 ☐ Other *(specify)* ________________________

____

0 ☐ None

22. What person in your school usually gives you the type of assistance that you checked in Question 21?

Name ________________________

Major job title ________________________

☐ No one

23. Is the person you named in Question 22 assigned to coordinating audiovisual activities in your school?

47

1 ☐ Yes   2 ☐ No   3 ☐ Don't know

USE OF AUDIOVISUAL AIDS

24. During the fall semester (1961), about how many times did you use any of the following with your classes during regular school hours? *PLEASE GIVE APPROXIMATE NUMBER FOR FOR EACH AID, IF NONE, USE 0*
11

NUMBER OF TIMES USED	AUDIOVISUAL AID	NUMBER OF TIMES USED	AUDIOVISUAL AID
________	Filmstrips (strip films)	________	2 x 2 slides
________	Sound films	________	Radio programs
________	Records	________	Television programs
________	Tape recordings (language arts, foreign language)	________	Overhead projector
________	Tape recordings (other than language)	________	Opaque projector

☐ Did not use any of these audiovisual aids
31

25. Do you bring into class any of *your own* slides, records, home movies or other audiovisual aids?
32

1 ☐ Yes 2 ☐ No

26. IF YES Which ones have you brought into class?

1 ☐ Slides
3 ☐ Home movies
2 ☐ Records
9 ☐ Other ______________________

27. Do you *prepare* any slides, transparencies, tapes or other audiovisual materials for use in your classes?

1 ☐ Yes 2 ☐ No

28. IF YES Which materials have you made?

1 ☐ Slides
3 ☐ Tapes
2 ☐ Transparencies
9 ☐ Other ______________________

29. How familiar are you with the operation of each of the following pieces of equipment? *PLEASE CHECK ONE ANSWER FOR EACH PIECE OF EQUIPMENT LISTED*

EQUIPMENT	HAVE NEVER OPERATED	FIND HARD TO OPERATE	FIND EASY TO OPERATE	CAN TEACH SOMEONE ELSE TO OPERATE
Slide filmstrip projector				
Film projector				
Tape recorder				
Overhead projector				
Opaque projector				

In the next six questions, please imagine yourself in *EACH* of the teaching situations given, even if you have never taught that particular unit. Assume that each of the auxiliary teaching resources listed is equally available to you and rank them from 1-6 in order of your preference. *PLEASE RANK EVERY RESOURCE FOR EVERY QUESTION USING 1 FOR YOUR MOST PREFERRED CHOICE*

30. For a *unit on rockets*, you could use any of the resources or teaching techniques listed below. How would you rank these with respect to their value for the rocket unit? *PLEASE GIVE EACH RESOURCE A NUMERICAL RANK FROM 1-6*
11

______ Displays, posters

______ Demonstrations

______ Field trips

______ Bring in individuals to speak

______ Reference works (books, magazines, periodicals)

______ Audiovisual aids (films, records, television, etc.)

31. For a *unit on local trees*, you could use any of the resources or teaching techniques listed below. How would you rank these with respect to their value for the local tree unit? *PLEASE GIVE EACH RESOURCE A NUMERICAL RANK FROM 1-6*
17

______ Displays, posters

______ Demonstrations

______ Field trips

______ Bring in individuals to speak

______ Reference works (books, magazines, periodicals)

______ Audiovisual aids (films, records, television, etc.)

32. For a *unit on local government*, you could use any of the resources or teaching techniques listed below. How would you rank these with respect to their value for the local government unit? *PLEASE GIVE EACH RESOURCE A NUMERIAL RANK FROM 1-6*
23

______ Displays, posters

______ Demonstrations

______ Field trips

______ Bring in individuals to speak

______ Reference works (books, magazines, periodicals)

______ Audiovisual aids (films, records, television, etc.)

33. You want to give your class *an understanding of American holidays.* You could use any of the resources or teaching techniques listed below. How would you rank these with respect to their value for teaching students about holidays? *PLEASE GIVE EACH RESOURCE A NUMERICAL RANK FROM 1-6*
29

______ Displays, posters

______ Demonstrations

______ Field trips

______ Bring in individuals to speak

______ Reference works (books, magazines, periodicals)

______ Audiovisual aids (films, records, television, etc.)

34. For a *unit on the people and animals of Africa,* you could use any of the resources or teaching techniques listed below. How would you rank these with respect to their value for a unit on African people and animals? *PLEASE GIVE EACH RESOURCE A NUMERICAL RANK FROM 1-6*
36

______ Displays, posters

______ Demonstrations

______ Field trips

______ Bring in individuals to speak

______ Reference works (books, magazines, periodicals)

______ Audiovisual aids (films, records, television, etc.)

35. For a *unit on Colonial American literature,* you could use any of the resources or teaching techniques listed below. How would you rank these with respect to their value for a unit on Colonial American literature? *PLEASE GIVE EACH RESOURCE A NUMERICAL RANK FROM 1-6*
42

______ Displays, posters

______ Demonstrations

______ Field trips

______ Bring in individuals to speak

______ Reference works (books, magazines, periodicals)

______ Audiovisual aids (films, records, television, etc.)

OVERVIEW OF AUDIOVISUAL MEDIA

36. Below is a list of difficulties teachers have experienced in using audiovisual aids. Please indicate which are important problems for you.
PLEASE CHECK EITHER THE YES ☐ *OR NO* ☐ *FOR EACH STATEMENT*
11

	YES	NO	
1	☐	☐	I do not have enough time to preview or prepare materials adequately.
2	☐	☐	It is difficult to integrate audiovisual materials into my lesson plans.
3	☐	☐	I do not have enough information to know what materials are most appropriate for my grade level.
4	☐	☐	My classroom is not properly set up to use audiovisual aids.
5	☐	☐	I do not have anough time to do all the basic teaching I should, let alone use audiovisual aids.
6	☐	☐	Much of the equipment is too difficult to operate.
7	☐	☐	Much of the equipment is in poor repair or obsolete.
8	☐	☐	There are few good audiovisual materials in my subject area.
9	☐	☐	There is too much "red tape" involved in ordering materials and scheduling equipment.
10	☐	☐	Students look on audiovisual lessons as "entertainment" and do not "study" material presented.
11	☐	☐	Audiovisual aids are too expensive for the results achieved.
12	☐	☐	Materials or equipment frequently are not available when I need them.
13	☐		Other *(specify)* ______________________________
14	☐		I have no difficulties in using audiovisual aids.

37. Audiovisual media may serve a number of purposes. How often do you put them to the following uses? *PLEASE CHECK ONE ANSWER FOR EACH USE*
25

USE	RELATIVE FREQUENCY			
	VERY OFTEN	SOMETIMES	SELDOM	NEVER
To motivate students to learn				
To enrich material given in text or class discussion				
To review material given in text or class discussion				
To present new material (for direct teaching)				
To illustrate a principle				
To provide general background for a unit				
For cultural activity				

38. What plans do you have for using each of the following audiovisual aids *in your classes* this semester (spring term 1962)? *PLEASE CHECK ONE ANSWER FOR EACH AID LISTED*
32

MEDIA	PLAN TO TRY	CONTINUE PRESENT USE	EMPHASIZE USE	DE-EMPHASIZE USE	NO PLAN TO TRY
Filmstrips (strip films)					
Sound films					
Records					
Tape recordings (language arts, foreign language)					
Tape recordings (other than language)					
2 x 2 slides					
Radio programs					
Television programs					
Overhead projector					
Opaque projector					
Teaching machines					

39. In general, do you think audiovisual materials are best used as an integral part of a course? For supplementary information? Or to highlight a special unit?
44

1 ☐ **Integral part of course**
2 ☐ **For supplementary information**
3 ☐ **To highlight a special unit**

Thank you for completing the questionnaire. We would be glad to have any additional comments you wish to make about the use of audiovisual aids in teaching.

Name (please print) ______________________________

We are asking for your name so that we can record the fact that you have returned the questionnaire and can exclude you from follow-up mailings. The survey is completely confidential. Your name will not be associated with the findings in any way.

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- professional careers,
- human behavior under stress,
- intergroup relations,
- communication processes and opinions in this country and abroad.

Previous studies in the educational field include:

- an analysis of employment opportunities for high school drop outs,
- a series of evaluation studies of the Summer Institute Program of the National Science Foundation,
- a nation-wide survey of early career patterns of 1958 college graduates two years after graduation.

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DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

March 17, 1961

Dear School Administrator

The continuing efforts of local, State, and Federal governments to strengthen education are aided by the National Defense Education Act of 1958 in many ways, one of which is the support of research and dissemination activities in the new educational media under Title VII of the Act. An important step in the assessment of the effectiveness of these media is an estimate of what equipment and materials are available and how they are being used now. For this reason, the United States Office of Education has contracted with the Bureau of Social Science Research, an independent research organization, for the conduct of a nationwide survey of the availability and uses made of certain of these new educational media.

The sample of approximately 3,800 school districts has been carefully chosen to represent different enrollment size categories and types of administrative organization. Your participation in the study will be greatly appreciated. With your cooperation, this national survey can provide an estimate of the incidence of audio-visual equipment and materials available throughout the country. A summary of the Bureau's report will be sent to you when the study is completed.

Sincerely,

Wayne O. Reed
Acting U. S. Commissioner of Education

Enclosures

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BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
2017 Connecticut Ave., N.W., Washington 8, D. C.
ADams 4-4000

[redacted]

AUDIOVISUAL MEDIA IN PUBLIC SCHOOLS AND FACTORS INFLUENCING THEIR USE

This questionnaire is one of 3800 addressed to school districts across the country in order to obtain a general picture of the present use of audiovisual media, including television and radio. Only through your cooperation can we obtain the accurate information necessary for a proper evaluation of these teaching techniques.

You will notice that the questionnaire is divided into two sections. The reverse side of this sheet asks for an overview of the place of audiovisual media in your school program. The second section asks for factual data about the school system in general and audiovisual activities in particular.

So that all of us participating in the project will be speaking the same language, we have included a list of definitions for certain terms and an abstract describing the total study in some detail. *The small numbers throughout the questionnaire are for processing purposes only and should be disregarded.* The first sheet, which asks for identifying information, is perforated so that we may detach it. The second section of the questionnaire will then be identified by code number only.

We are sending you two copies of the questionnaire so that you may keep one for your files. Please fill out and return the other to us at your earliest convenience. Even if some questions do not apply to your situation, please answer those which do. *If some of the historical or financial information cannot be compiled without major effort, please give your best estimate of the figures concerned.* With a sample of relatively small size to represent the 35,000 operating school districts in the country, *every return counts heavily.*

Should you have any questions or comments regarding the survey, do not hesitate to get in touch with me. Thank you for your cooperation.

Sincerely,

Eleanor P. Godfrey

Eleanor P. Godfrey
Project Director
Study of Audiovisual Media

I. Legal Name of School District ____________________

II. Street Address ____________________

III. City ____________________ **County** ____________________ **State** ____________________

IV. Please circle the lowest and highest grades included in your school district.
11

K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

V. If you have secondary schools in your district, please circle your lowest starting grade for secondary education.

6 7 8 9 10 11

VI. Who is responsible for administering audiovisual activities at the school district level?

Name ____________________ **Position** ____________________

VII. How much of this person's time is regularly scheduled for audiovisual duties?

1 ______ **Full time** 2 ______ **Part time** 3 ______ **As needed; no regular time allotment**

SUPERINTENDENT'S OVERVIEW OF AUDIOVISUAL MEDIA

VIII. In general, do you think audiovisual materials (including radio and television programs) are best used as an integral part of a course? For supplementary information? Or to highlight a special unit? ***Please comment.***

IX. What major problems do you have in using audiovisual materials in your teaching program?

A.

B.

C.

X. In the next two years, what plans do you have for use of the following media? Please check the appropriate column for each of the media listed.

MEDIA	1 PLAN TO TRY	2 CONTINUE PRESENT USE	3 EMPHASIZE USE	4 DE-EMPHASIZE USE	5 NO PLAN TO TRY
Broadcast television					
Closed circuit television					
Radio					
Language laboratories					
Teaching machines					
16 mm sound films					
8 mm sound films					
Filmstrips					
Disc and tape recordings					
Overhead and opaque projectors					
Other *(please specify)*					

Name ______________________________

Position ______________________________

Date ______________________________

☐ ☐☐ ☐☐☐ ☐☐ ☐ ☐

AUDIOVISUAL MEDIA IN PUBLIC SCHOOLS AND FACTORS INFLUENCING THEIR USE

ENROLLMENT AND EXPENDITURES

1. Please give the number of schools and full-time teachers as of your *first* regular report date for the *fall* terms of 1960 and 1955.

TYPE OF SCHOOL	NUMBER OF SCHOOLS		NUMBER OF FULL-TIME TEACHERS	
	1960	1955	1960	1955
Elementary	11		17	
Secondary	27		33	
TOTAL NUMBER	43		49	

2. How many pupils were enrolled as of your *first* regular report date for the *fall* terms of 1960 and 1955?

3. What was the average daily attendance for 1959-60 *and* 1955-56?

TYPE OF SCHOOL	PUPIL ENROLLMENT		AVERAGE DAILY ATTENDANCE	
	1960	1955	1959-60	1955-56
Elementary 11				
Secondary 31				
TOTAL NUMBER 51				

4. What was the *total annual expenditure* (including current expenses, capital outlay, and debt service) for your district in 1959-60? In 1955-56?

1959-60 $ 11 ______________________ 1955-56 $ 17 ______________________

5. What were the *total current expenses* (excluding capital outlay and debt service) for your district in 1959-60? In 1955-56?

1959-60 $ 23 ______________________ 1955-56 $ 29 ______________________

6. What was the total expenditure for *instructional materials* (including audiovisual equipment and materials) for your district in 1959-60? In 1955-56?

1959-60 $ 35 ______________________ 1955-56 $ 41 ______________________

7. What is your *total annual budget* for 1960-61 (including current expenses, capital outlay, and debt service)?

1960-61 $ 47 ______________________

8. What is you *current expense budget* for 1960-61 (excluding capital outlay and debt service)?

1960-61 $ 53 ______________________

9. What is your *instructional materials budget* for 1960-61 (including audiovisual equipment and materials)?

1960-61 $ 59 ______________________

AUDIOVISUAL EXPENDITURES AND ADMINISTRATION

10. Has your district received National Defense Education Act (Title III) funds for projects in science, mathematics, and modern foreign languages? 11

1____Yes 2____No

(IF NO, PLEASE GO TO QUESTION 14)

11. Please list the major items of equipment and materials acquired with the aid of NDEA funds.

____

____

____

12. Please give the total amount of Title III NDEA project money (local and state matching funds plus Federal funds) spent by your school district in each of the last three years. Use "O" where no NDEA funds were spent.

1960-61 $________ 24 1959-60 $________ 30 1958-59 $________ 36

13. Please give the amount of Title III NDEA project money (local and state matching funds plus Federal funds) spent *for audiovisual equipment and materials* in each of the last three years. Use "O" where no NDEA funds were spent.

1960-61 $________ 42 1959-60 $________ 48 1958-59 $________ 54

14. If your district has received no NDEA funds during any of the past three years, please check the most accurate reason. If no listed answer applies, use "Other" and supply appropriate details.

REASON	YEAR		
	1960-61	1959-60	1958-59
1 Application procedures not developed in time			
2 Applied, but did not receive funds			
3 More pressing needs; no matching funds available			
4 District policy against this use of Federal funds			
Other			
	60	61	62

15. Other than money spent for NDEA projects reported in *Question 13*, how much did you spend for audiovisual equipment, materials, building adaptation, etc., in each of the last three years? If exact figures are not available, give estimated amount, preceded by "E". Use "O" where no funds were spent.

ITEM OF AUDIOVISUAL EXPENDITURE	AMOUNT OF EXPENDITURE		
	1960-61	1959-60	1958-59
Equipment; including equipment for new buildings 11	$	$	$
Materials; purchased and rented 29	$	$	$
Maintenance of equipment and materials 47	$	$	$
Building adaptation; dark shades, etc. 11	$	$	$
Transportation of equipment and materials 26	$	$	$
Other *(please specify)* 41	$	$	$
TOTAL EXPENDITURE 56	$	$	$

16. How do you budget your annual school district expenditures for audiovisual equipment, materials, etc.? Please check the most accurate description. If no listed answer applies, use "Other" and supply appropriate details.
11

1 ____ No fixed budget item; spend as need arises and funds are available

2 ____ Budget for specific items; projectors, film purchases, etc.

3 ____ Budget a certain percentage of the instructional materials budget;

____________ % of instructional materials budget
12

4 ____ Budget a fixed amount per pupil; $ ____________ per pupil
14

____ Other ______________________________

____

____

17. How are audiovisual activities coordinated for your school district? Please check the most accurate description. If no listed answer applies, use "Other" and supply appropriate details.
16

1 ____ No central coordination (each school administers its own program)

2 ____ Coordination through superintendent's office (no formal department)

3 ____ Coordination through audiovisual department

4 ____ Coordination through instructional materials center (audiovisual combined with library)

5 ____ Coordination through communications center (audiovisual combined with radio and/or television)

____ Other ______________________________

____

____

18. Who coordinates audiovisual activities in each of the schools in your district? Please give the *number* of schools in which the coordinator holds any of the following positions.

CHIEF POSITION TITLE OF COORDINATOR	NUMBER OF SCHOOLS	
	ELEMENTARY	SECONDARY
Principal or assistant principal 17		
School librarian 23		
Classroom teacher 29		
School secretary 35		
Audiovisual coordinator *(only)* 41		
Schools with *no building coordinator* 47		
Other *(please specify)* 53		
TOTAL NUMBER OF SCHOOLS 59		

AUDIOVISUAL EQUIPMENT, MATERIALS, AND FACILITIES

19. IN COLUMN A: Please give the *total number of units* of the following audiovisual equipment and materials *recorded on a central inventory* as owned, held on long-term loan, or leased-to-own by your school system.

IN COLUMN B: Please indicate how these units are distributed among elementary and secondary schools. (Draw a line through the school distribution columns if: you do not assign units to individual schools; you do not keep separate figures for elementary and secondary schools; or you have only one school in your district.)

IN COLUMN C: Please estimate how many units of equipment and materials are used by individual schools *in addition to those listed on your central inventory.* (If you have no such equipment, draw a line through *Column C.)*

IN COLUMN D: Please estimate the number of additional units of equipment and materials *needed to serve your present teaching program and enrollment.*

TYPE OF EQUIPMENT AND MATERIAL	ON CENTRAL INVENTORY			NOT ON CENTRAL INVENTORY	NEEDED	
	A. TOTAL NUMBER 1	B. SCHOOL DISTRIBUTION		C. ESTIMATED NUMBER 4	D. ESTIMATED NUMBER 5	
		2 ELEM.	3 SECOND.			
16 mm sound projectors						10
Comb. slide-filmstrip projectors						11
Record players *(all speeds)*						12
Tape recorders						13
Radio receivers						14
Television receivers						15
Portable public address systems						16
Central sound systems						17
Overhead projectors						18
Opaque projectors						19
Filmstrip *(only)* projectors						20
2 x 2 slide *(only)* projectors						21
Language laboratory installations						22
8 mm sound projectors						23
16 mm sound films: titles						24
Total number of prints						25
Filmstrips: titles						26
Total number of prints						27
Disc recordings *(all copies)*						28
Tape recordings *(all copies)*						29
2 x 2 slides *(all copies)*						30
Other *(please specify)*						31

☐ ☐☐ ☐☐☐ ☐☐ ☐ ☐

20. Do you have equipment and facilities (either in a school district center or in individual schools) for *producing* your own audiovisual and communications materials?
11

1 ______ Yes   2 ______ No

[IF YES:]

Please check *all* that apply.

1 ______ Motion picture cameras
2 ______ 35 mm still cameras
3 ______ Darkroom facilities
4 ______ Radio broadcasting facilities
5 ______ Transparency-making facilities
6 ______ TV broadcasting facilities
7 ______ Sound recording facilities
8 ______ Display-making facilities
9 ______ Other *(please specify)* ______________________

FILMS, RADIO, AND TELEVISION

21. Approximately what *percent* of the *total number* of films used in your schools was obtained from each of the following sources? (Include short-term loans.)
13

______ % State Department of Education
______ % Cooperative, regional, or county film libraries
______ % City or county public libraries
______ % University film libraries
______ % Business or trade associations
______ % Non-profit or religious organizations
______ % U. S. Government agencies
______ % Your own school system
______ % Other *(please specify)* ______________________

100 %

22. Do you use filmed courses (e.g., physics, chemistry, and biology) in your teaching program?
31

1 ______ Yes   2 ______ No

23. Do you plan to use filmed courses within the next two years?

1 ______ Yes   2 ______ No

24. Do you use television and/or radio broadcasts *during regular school hours?*
33

1_______Yes 2_______No

[IF YES:]
Please indicate the type of use.

TYPE OF USE	MEDIA	
	TV	RADIO
1 Broadcasts of national interest; e.g., Inauguration		
2 Broadcasts of local interest; e.g., basketball tournament		
3 Complete courses; e.g., science, language		
4 Regular part of course; e.g., laboratory demonstrations		
5 Occasional programs; e.g., guidance, music		
Other *(please specify)*		
	34	35

25. Have you installed closed-circuit television equipment either on a system-wide basis or for use in individual schools?

System-wide 1_______Yes 2_______No

Individual schools 1_______Yes 2_______No

26. Do you use television and/or radio programs for in-service teacher training?

Television 1_______Yes 2_______No

Radio 1_______Yes 2_______No

Please add any comments you would like to make about your audiovisual program.

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WASHINGTON 8, D. C.

NO ENVELOPE C
FOR RETURNIN

TO MAIL:

1. Close booklet
gummed edge of
2. Moisten gumm
sealing edge to
3. Business reply
and questionna

NO ENVELOPE OR POSTAGE NECESSARY FOR RETURNING THIS QUESTIONNAIRE

TO MAIL:

1. Close booklet so that the cover page and gummed edge of back flap are visible.
2. Moisten gummed edge of flap, and fold, sealing edge to cover.
3. Business reply panel will now be visible, and questionnaire may be mailed flat.

DEFINITIONS

AUDIOVISUAL EQUIPMENT AND MATERIALS: A collective reference for the items listed below.

A. Commonly used equipment
   1. 16 mm sound motion picture projectors
   2. 35 mm slide and filmstrip projectors
   3. Overhead and opaque projectors
   4. Record players and tape recorders
   5. Radio and television receivers
   6. Public address systems

B. Commonly used materials
   1. Sound films
   2. Filmstrips and 2 x 2 slides
   3. Tape and disc recordings

C. Newly available equipment
   1. Teaching machines
   2. Language laboratories
   3. Closed-circuit television
   4. 8 mm sound motion picture projectors

SCHOOL: A school center serving an attendance area, usually under the supervision of a principal or head teacher. A school may accommodate any combination of grades under a single head and may occupy more than one building in the same or separate sites. More than one school may be housed in one school plant, as is the case when elementary and secondary programs are located in the same building but operate under separate principals.

ELEMENTARY SCHOOL: A school which provides elementary education as determined under state law. Kindergarten pupils should be included in elementary school enrollment figures.

SECONDARY SCHOOL: A school which provides secondary education as determined under state law. Junior college pupils should be included in secondary school enrollment figures.

FULL-TIME TEACHER: All full-time instructional personnel in your school district, including teachers, principals, supervisors, librarians, and psychological and guidance personnel.

EXPENDITURE: If Accounts Are Kept on the Accrual Basis – The total charges incurred, whether paid or unpaid, for current expenses, capital outlay, and debt service.

If Accounts Are Kept on the Cash Basis – The actual disbursements made for current expenses, capital outlay, and debt service.

INSTRUCTIONAL MATERIALS EXPENDITURE: The total amount spent for textbooks, school library books, workbooks, paper, ink, pencils, chalk, maps, charts, and other supplies used by pupils or the instructional staff, including the amount spent for all audiovisual items listed above. Salaries should be excluded from instructional materials expenditure.